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ABSTRACT

The guide outlines an interdisciplinary social science course for grades 7-12. The overall curriculum goal is that students learn the skills, values and concepts essential to citizenship in a democratic society. Teaching activities suggested include class discussions, role playing, debate, mapwork, written reports, group and individual research, projects, games, and field trips. The following units are outlined: Western Culture, grade 7; American Culture, grade 8; Civics (American Political Behavior), Geography, The Growth of Man and Government, grade 9; World Cultures, (American Teenage, Japan, Africa, Latin America, and the Middle East), grade 10; American Culture, American History (course for high achievers), grade 11; European History (course for high achievers), Principles and Problems in Economics, Comparative Economic Systems, Comparative Political Systems, American Political Systems, Sociology, and Current Issues, grade 12. Objectives, content description, class activities, teaching techniques, course evaluation, and resource materials are provided for each unit. A description of the new social studies and its general objectives and a schematic representation of the process of inquiry are provided in the appendices. The guide also contains a course rationale. (RM)

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NORTH ALLEGHENY SCHOOL DISTRICT

1973 - 74

SOCIAL SCIENCE CURRICULUM GUIDE

Submitted to the
Office of the Director of
Secondary Education

SO 007 109

Social Science Education Consortium, Inc.

Educational Resources Center, • 443-2211 Ext 8155 • 855 Broadway • Boulder, Colorado 80302

May 31, 1973

Dr. Joseph Lagana
Director Secondary Education
North Allegheny Schools
200 Hillvue Lane
Pittsburgh, Pa. 15237

Dear Joe,

Enclosed are the guides you sent and several suggestions. I have Xeroxed my pages and have the originals so if you have suggestions, etc., let me know and I will make adjustments and forward them to you.

Each segment has a note-sheet attached and should be self-explanatory, but in general I see a simple form beginning with:

1) N.A. 7-12 visual display (A)
2) Rationale (B)
3) "New Social Studies" (C)
4) Overall goal and objectives (D)
5) Component Elements (E)
6) Inquiry Skills (F)
7) Inquiry Process (G)
8) Concepts (H)
9) Decision-Making (I)
10) Values (J)
11) Course guides (K)

No. 11 course guides would contain the essential information the teachers have provided but put it into the, easy to follow, three categories. This information can be taken from the guides pretty much, I think. This would make them uniform.

The addenda marked L & M are suggestions that probably will take more time, maybe during the year, but I wanted to let you know the direction I want to take. It may be that we can work the Matrix idea into the evaluation team material.

The "Concepts" (H) listed are probably suggestions since everybody seems to have a different idea of what concepts are and/or how to state them. I have enclosed another way of stating

IRVING MORRISSETT, EXECUTIVE DIRECTOR • W. W. STEVENS, JR., ASSOCIATE DIRECTOR

concepts and used different terminology just to show variety, but the principle is the same.

If we use the aforementioned format, you do not need Rationale, objectives, etc. for each course in the guide, they should be developed within some framework for the teacher to use in the classroom.

I have put quite a bit of work into getting these things together so I hope I read your request correctly in "organization and format".

I marked each with "Draft" so that anyone reading it would know it is just an idea at this stage.

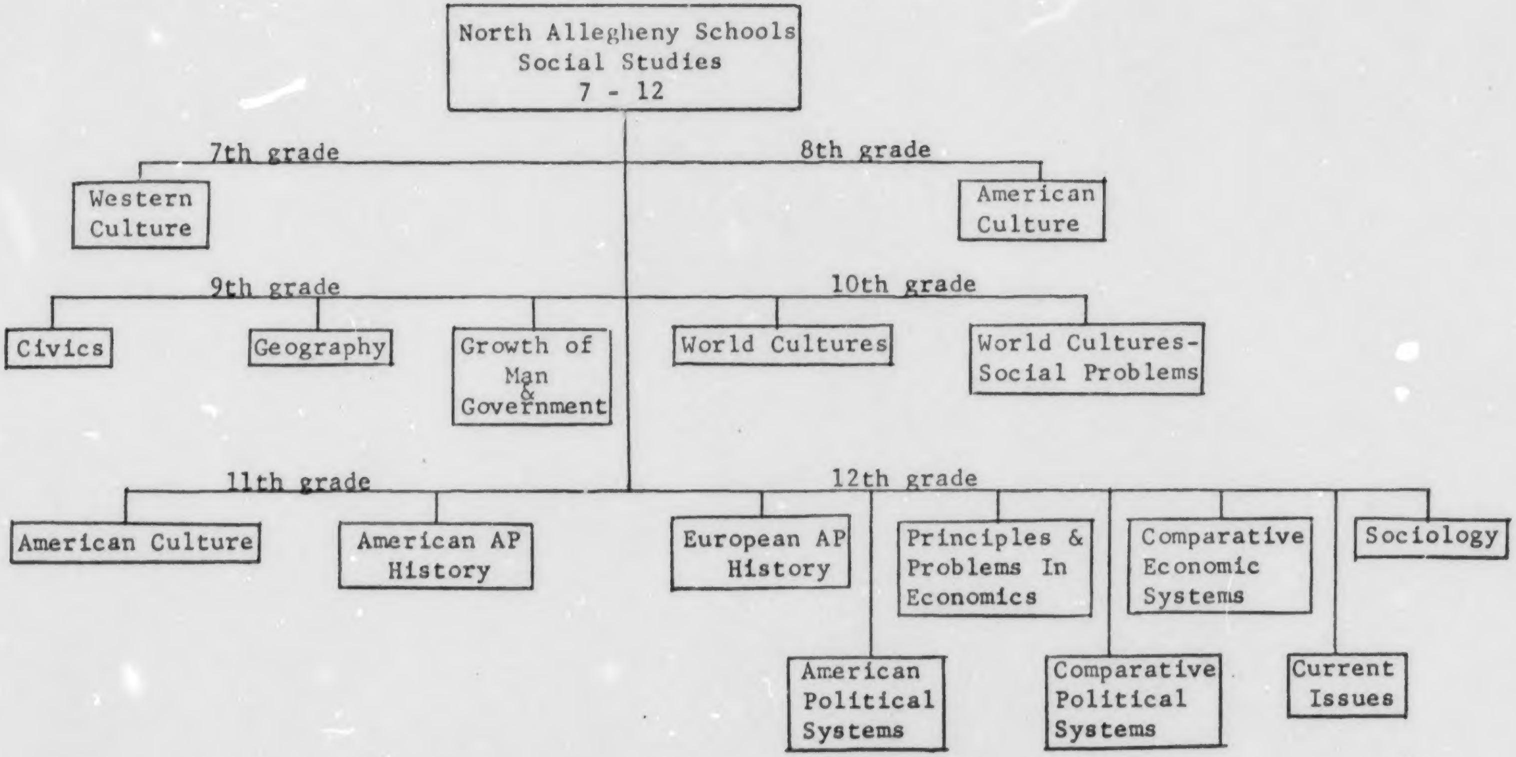
What the teachers have done essentially should be for them; not in a 7-12 or K-12 guide. The guide should show the main organizing ideas from the course outlines.

Sincerely,

Bob

Robert H. Watford
Teacher Associate

RHW:pa
Enclosures


North Allegheny Schools
Social Studies
7 - 12
7th grade
Western Culture
8th grade
American Culture
9th grade
Civics
Geography
Growth of Man & Government
10th grade
World Cultures
World Cultures-Social Problems
11th grade
American Culture
American AP History
12th grade
European AP History
Principles & Problems In Economics
Comparative Economic Systems
Sociology
American Political Systems
Comparative Political Systems
Current Issues

RATIONALE FOR THE SOCIAL SCIENCES

In order to accomplish its goals the social sciences must provide for: 1) active involvement and 2) development of understandings.

Active involvement is necessary since learning is an active process. Learning is aided when it is important, immediate and relevant to the learning goals of the student. The social sciences offer a great opportunity for the student to become more aware of himself as an individual and of his place in society. He also has a chance to learn how he can help shape and develop his society. Because man is the base of all the social sciences, the student can develop an awareness of his kinship to mankind without losing sight of his own personal uniqueness.

The development of understandings requires two abilities. The student must learn a method of inquiry and he must also acquire a grasp of the concepts basic to the disciplines of the social sciences. He must learn to inquire by using valid research methods. This will enable him to develop the ability to form concepts and learn how ideas fit together. With these abilities he will always be able to accept new information and from it build valid, useful concepts and generalizations.

We cannot limit the knowledge, the skills, the concepts to one social discipline. Nor ought we to blindly respect the boundaries of these disciplines. The broadly based social issues with which a student-citizen must deal do not respect these boundaries. Social studies as youth must know it, and from whose knowledge he must relate to society, is something more than the sum of the social sciences. They along with the humanities, the natural sciences, the communications media, and the perceptions of the students must all play a part in the social studies program if it is to provide the basis for meaningful development and involvement of students.

It may seem that the place of content material has been lost. This is not true. Subject matter, or content, becomes data, the raw material from which the understandings derive. Content is vital to the learning process. However, it is part of the means of learning, not the end product. The value of knowing a fact lies in being able to use it. A citizen needs much more than a series of memorized names and dates. It is far more important that he learn the skills which help him to honestly and fairly inquiry, to test his findings and to form concepts from his information. He must learn to do this when dealing with things and with people. He must learn to do this when he is concerned about making rational decisions including decisions about good and bad, right and and wrong, beautiful and sordid. He must use these skills as he learns and develops his values. These will lead to involved rational judgment, the mark of reasoned action in a free society. These will lead to good citizenship, the goal of the social studies.

Robert H. Watford

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NORTH ALLEGHENY SCHOOL DISTRICT

GENERAL GOALS OF SECONDARY EDUCATION

As a result of the total secondary school program in the North Allegheny School District (Grades 6-12), each pupil is expected to mature significantly toward becoming:

1. Mentally, physically and morally healthy.
2. Capable of communicating and creatively expressing his ideas, feelings and understanding.
3. An intelligently active, participating citizen capable of functioning as a contributory member of a group.
4. An effective personality with attitudes, ideals, appreciation and spiritual values necessary for the promotion of the democratic tradition.
5. Assimilated into the multicultured American society through the acquisition of fundamental skills, processes, knowledge and understanding with appreciation of variances within the American society.
6. Aware of his physical environment, forces and wonders of nature.
7. Vocationally and educationally competent.
8. Able to participate effectively in the basic institutional foundations of our country - the FAMILY and the COMMUNITY, as well as the broad economic, social and political institution upon which our way of life is founded.
9. Capable of international vision and contributing to our nation's role in the world family of nations.
10. Competent in the processes of critical thinking and decision making.
11. Challenged by and interested in self directed study or learning activities that will continue throughout life, capable of re-educating himself.
12. Conscious of his personal and social responsibilities.
13. Aware of his personal talents, interests and capabilities.
14. Capable of meaningful and worthwhile use of leisure time.

WESTERN CULTURE

GRADE 7

Mrs. Peg Adams
Mr. Robert Wilson
Mr. Paul Iams
Mr. Robert Balkey

The Five Units for the Term

Unit I: Early Man and the Growth of the First Civilizations

Unit II: The Civilization of the Ancient Greeks

Unit III: The Roman Empire: Its Power and Its Influence

Unit IV: The Middle Ages: Religion and the Other Factors of Change

Unit V: The Renaissance: A Time of Emerging Nations, and for Seeing Things As They Really Are

Optional Units:

Unit I: Intercultural Understanding Projects

Unit II: Ecology

Unit III: International Tensions

Unit IV: Interdiciplinary Units

Unit V: Major Religions of The World

Unit VI: Value Clarification

Unit VII: Early Civilizations of Southern and Eastern Asia

Western Man and His Culture

Interdisciplinary studies taken from the social sciences give persepctive to Western Man and His Culture. This theme is developed by exploring Man, his nature as a species and the forces that continually shape him. It provides a basis for the inclusion of the fundamentals of Anthropology, History, Geography, Sociology, Economics, Political Science, and Psychology.

The teacher must recognize the need to help all students work toward the stated objectives in social studies, and he must be aware that there are various paths that may be followed in reaching these goals.

He must remember that there are wide differences among the students in any class --- differences in intelligence, maturity, reading ability, interests, and ability to communicate ideas. The effective teacher must provide a variety of materials and methods, searching and planning constantly for the best ways to make the subject relevant to the seventh grade student.

The following are some optional units which can supplement the required five units of study:

1. Intercultural Understanding Project (see reference 1)
    a. Inquiry and Discovery
    b. Newburgh Township U. S. A.
    c. Scandinavia
2. Ecology (see reference 15, under Technology: Promises and Problems
3. International Tensions (see reference 14: Nations in Action
4. Interdisciplinary Units - Developed by Teams
    a. Propaganda
    b. Middle Ages
    c. Pain (Life's Adversities)
    d. Newspapers
    e. Christmas (Nationalities)
    f. Elections
5. Major Religions of the World
    a. Hinduism
    b. Buddhism
    c. Zorastrianism
    d. Jainism
    e. Taoism
    f. Confucianism
    g. Shintoism
    h. Judaism
    i. Christianity

   j. Islam (Mohammedanism) (see reference 17, 18, 19 and 20)

6. Value Clarification Processes may be used with any or all established or optional units (see references 21, 22 and 23)

7. Early Civilizations of Southern and Eastern Asia; India and China (see reference 5)

Resources and References for these supplementary units can be found in Part E, and are marked with an asterisk.

UNIT I: EARLY MAN AND THE GROWTH OF THE FIRST CIVILIZATIONS

Main Idea of Unit I Man's ways of living affect, and are affected by, the physical and social environment in which he lives

A. Behavioral Objectives for This Course of Study

The ten objectives below are a master list for use with all units in this course of study. The teacher should review these objectives carefully before proceeding with planning for any unit. Also, the teacher should implement his objectives into each unit where appropriate.

1. The student will acquire the ability to list, group and lavel (concept development). This will facilitate his ability to develop more abstract concepts.

2. The student will learn to make meaningful comparisons, and to state correctly the differences between and similarities of cultures and cultural values.

3. The student will learn to state valid generalizations, provide the sources and limitations of the generalizations, and to apply those he has made.

4. The student will acquire the skill to give a reasonable and logically sound explanation of those cause-and-effect relationships which result in the occurrence of the event in question.

5. The student will develop skill in asking pertinent, penetrating questions. And this skill will develop his ability to define the problem of inquiry, to make predictions, and to test his hypotheses.

6. The student will develop his ability to relate his own feelings and values, and to have empathy for the thoughts and feelings of others. He will be able to describe differences and similarities in the values within and among the cultures studied.

7. The student will discover that independence and originality of thought are considered indispensable in the study of social problems.

8. The student will learn basic map skills and develop his ability to make use of special maps such as political maps, relief maps, and land-use maps.

9. The student will learn that man has always feared the unknown, and that early man's belief in the supernatural was expressed through the development of religion.

10. The student will learn that our civilization and progress are built upon ideas, achievements and cultural gifts from all earlier cultures. He will learn that change is a continuing process.

Specific Student Objectives, Unit I

Primitive Man:

1. The student will come to realize that man, plants, and animals have had to adapt to changes in order to survive; that the earth has always been changing and is changing now.
2. The student will discover that the pace of life changed after each major invention or discovery, such as fire, tools, the wheel, the sail, and planting.
3. The student will learn that the needs of early man were basically the same as ours today, but were simplified by his ways of living.
4. The student will come to appreciate that early man's religion was based upon his understanding of nature and his hopes for the future.
5. The student will realize that we owe a debt even to the primitive civilizations of the Stone Age, since their discoveries and inventions (with changes) have been passed along all the way to us.
6. The student will understand that cooperation among people brought new progress and made social living more complex.
7. The student will develop some basic time relationships, often difficult with the very young.
8. The student will early discover that, as men interact with their physical environment, both they and their environment are changed.

Ancient Egypt:

1. The student will discover the significance of the Nile River in ancient Egypt's progress.
2. The student will learn that Egypt's progress depended heavily upon the inventiveness of its people, and that there were periods of despair as well as progress in ancient Egypt's history.
3. The student will realize that the invention of a written language was a great influence upon Egypt's progress.
4. The student will appreciate the Egyptian religion, its basis, and its effect upon the civilization.

5. The student will recognize the many causes of the major events in Egyptian history.

6. The student will acquire some map knowledge of Egypt and review some basic map symbols.

7. The student will appreciate the great architectural and engineering achievements of Egypt in her temples and tombs.

The Fertile Crescent:

1. The student will continue to develop an appreciation for modern archaeologists and other specialized experts in reconstructing the past.

2. The student will understand that natural resources and the use of them influence the way people make a living, and that the growth of civilization is a long, slow process.

3. The student will appreciate the religion of each culture as a basic function of that civilization.

4. The student will realize that trade usually contributes to a people's progress, and that the Persians and Phoenicians are examples of the importance of trade.

5. The student will understand that great leaders, such as Hammurabi, Darius, and Moses, contributed to the progress of their people.

6. The student will continue to develop time concepts and the ability to relate events, people and accomplishments of one civilization to another.

7. The student will imporve in map knowledge and develop a clear mental image of the geographical region called the Fertile Crescent by indicating this region clearly on an outline map.

B. Content

Unit I
Organizing Idea: Certain inventions of early man revolutionized his way of life.

Primitive Man: Contributing Ideas

1. The fact that man is physically and mentally different from other animals influenced his early achievements.
   a. Ability to think at levels far above other creatures
   b. Ability to make as well as use tools
   c. Ability to develop a lnaguage of many words

2. Man's discovery of fire, agriculture, and metals revolutionized his way of life

  a. Organized, settled societies appeared
  b. Specialization arose

Egypt and the Fertile Crescent: Contributing Ideas

1. As societies grow and develop, they interact. In the process, they not only invent ideas and ways of doing things, but also they copy, change, and preserve a number of the achievements of others.

   a. Cities developed
   b. Trade increased

2. Among many other things:

   a. The Egyptians provided much basic information for later peoples to draw on, including a system of writing, the development of geometry, and the calendar.

   b. The Sumerians used (and perhaps invented) the wheel, invented arithmetic and writing, and developed the first written code (list) of laws.

   c. The Cretans invented a system of writing, but copied Egyptian architecture.

   d. The Babylonians adopted and preserved Sumer's culture, advancing the study of stars, and preserving and organizing Sumerian laws.

   e. The Phoenicians carried civilization westward along the Mediterranean coastline, copying from the work of Egyptian and Mesopotamian craftsmen. They borrowed the system of Egyptian writing and from it perfected an alphabet of twenty-two letters.

   f. The Assyrians organized themselves into an effective war machine, but also preserved much of Babylonian culture, through the building of a great library in which thousands of clay tablets were stored.

   g. The Hebrews' belief in one God became, in time, the belief upon which some of the world's great religions were founded.

Content by topics

Topics which may be developed in Unit I are:

1. Prehistoric Man - Anthropology and archaeology

   a. The Old Stone Age - Man developed basic tools and skills

   b. The New Stone Age - Man made great advances; copper and the Bronze Age

2. Ancient Egypt

    a. Egyptian civilization and the Nile River
    b. The Old Kingdom; unification
    c. The Middle Kingdom; Egypt invaded by Hyksos
    d. The New Kingdom; coming of the First Empire
        (1) absolute power of the pharaohs
        (2) a three-class society; Egyptian economy
        (3) religion; concern with life after death
        (4) picture writing developed
        (5) art, architecture, mathematics and medicine

3. The Fertile Crescent - Another 'cradle of civilization'

    a. Mesopotamia; the Tigris-Euphrates rivers
    b. The Sumerians; important contributions to civilization
    c. The Hittietes; conquerors with weapons of iron
    d. The Phoenicians; trade, travel, and an alphabet
    e. The Hebrews; the belief in one God
    f. The Assytrians; the mightiest army of its day
    g. The Chaldeans; the Medes, and the Lydians
    h. The Persians; builders of an empire

C. Activities and Skills

Note to the Teacher:

Skill in group process is one of social studies' objectives. Therefore, the gathering, organizing and interpreting of information in the development of these units is well justified in light of student-group characteristics.

Rules for Effective Group Work

(1) Work through one example with the total class to establish working procedures before starting committee work.

(2) Start one small group at a time if the class lacks experience in working in groups.

(3) Give each group responsibility for a different content area but, if at all possible, ask them to study the same questions.

(4) Arrange for reports from each group to the entire class.

(5) Help the total class to organize the information from each group.

(6) Arrange for students to summarize information through the use of a variety of media--visual as well as verbal.

(7) Provide opportunities by which the information which groups obtain can be exchanged, and compared and contrasted.

(8) Provide for a variety of ability and skill levels in each group.

(9) See that each pupil has new experiences both in areas where he lacks strength and in areas where he excels.

(10) Change group membership periodically.

(11) See that every group possesses both leaders and followers.

Activities - Unit I
Some suggestions for the organization of the class

1. Have the total class study prehistoric man. Then, divide the class into research groups sufficient in number to study Egypt and several selected cultures listed under the Fertile Crescent. Finally, the total class will organize and interpret the data on all early civilizations studied. This data will consist of:

    1. Religion and Philosphy
    2. Government (Politics)
    3. Economics (Land use)
    4. Writing
    5. Science (Medicine, Inventions)
    6. Architecture
    7. Art
    8. Transportation
    9. Social (Daily life)

2. Have the total class study prehistoric man. Then let one-half of the class study Egypt while one-half studies Sumer, a Mesopotamian culture. Finally, the total class will compare and contrast the two studies, using the data developed under No. I above.

3. Have the total class study prehistoric man and Egypt, plus one other early civilization. Finally, the total class will compare and contrast the two studies again using the developed data.

Other Activities and Skills

Note: Man existed long before visible or tangible elements of civilization began to appear.

1. Let the class give some examples of actions that both men and animals perform. Examples: Move, work, eat, make sounds

2. Let the class name some animals that:

   a. Work together in groups
   b. Travel together in groups
   c. Build structures
   d. Can be trained to obey
   e. Can learn to talk
   f. Have ways of expressing anger, fear, happiness
   g. Use tools

3. Let some students in the class instruct the balance of the class in how to do something, but to do this without talking.

   a. What difficulties do they encounter? (Example: sign language) Describ fear, hunger, and pain, or by expressions show some activity of man in daily life.

4. Have the class study world maps relating to physical geography and climate.
   Then ask, How might geographic conditions affect the ways in which men live? (Food, clothing, shelter)

5. Give the students outline maps of the world. Have them mark on the map those places where they think early man would have lived. Let them list their reasons for indicating these places.

6. What natural (or geographical) barriers probably influenced early man?

   a. How would these barriers effect migration?
   b. Might these barriers affect modern man today?
      Prepare an outline map identifying such barriers.

7. Have each student begin an individual time line in his notebook entitled, "Significant Events in the History of Early Man." This time line will continue to be developed throughout the unit.

8. Have each student prepare an individual chart entitled, "Early Man's Efforts to Deal With His Environment." Instruct the students to have three vertical columns, (1) Problems in the Environment, (2) Discoveries Which Helped Man Deal With These Problems, and (3) Inventions Which Helped Him to Deal With These Problems.

9. Let the students locate and enter on individual maps, the names of some early cities.

   a. Sumerians - Ur
   b. Babylonians - Babylon
   c. Minoans - Cnossus
   d. Phoenicians - Sidon, Tyre
   e. Persians - Persepolis
   f. Egyptians - Memphis, Thebes
   g. Assyrians - Nineveh
   h. Hebrews - Jerusalem

10. Have the students add two more vertical columns to the chart begun in Activity 8. These column headings may be:

    a. Changes which occurred in the environment as a result of these discoveries or inventions.

    b. Changes which occurred in man as a result of these discoveries of inventions.

11. Have students imagine they live in Ancient Egypt. Divide the class into four groups, one group representing slaves, one scribes, one priests, and one pharaohs. Let each group prepare a list of charateristics which they feel describe life as they find it. Have each group report to the total class.

12. Let a group display pictures or describe the evidence found by archeologists describing the early civilizations they are studying. Then ask:

    a. How do archeologists work?
    b. What do they consider as evidence?
    c. Which ancient civilization left the most evidence?
    d. From what kind of evidence is it easiest to understand what people knew and believed?
    e. Despite all the Sumerian and Egyptian writing, why do we know so little about what the common people thought?

13. Prepare a chart of the Ancient Civilizations to be studied.

    Chart:
    Organize the columns as below. Include as many cultures as desired.

People	Resources	Use of Resources	Major New Ideas, Resources	Purpose or use of Invention, Ideas
Egyptians				
Sumerians				

14. As the chart above is developed, ask:
    a. What skills were needed by each civilization to make use of their resources in the ways that they did: This chart can be of much value in planned discussions.

15. Show selected motion pictures and filmstrips. Allow groups of students to view them as part of their research for written and oral reports.

16. Have each student write a summary statement for each civilization studied. For example:
    a. We remember the Egyptians because...
    b. The Sumerians were the first to...

17. Let the class contrast and compare orally all the civilizations they have studied. Let them review the time line, the maps they have done, and their chart of the ancient civilizations.

18. The teacher should implement activities to suit the needs of the students. Some suggested activities and skills are:

    (1) Listing, grouping and labeling (concept development)
    (2) Outlining, note taking, vocabulary development, and how to follow directions
    (3) Role playing - war techniques, daily life, burial ceremony
    (4) Formulating hypotheses
        (a) Inferring and generalizing
        (b) Debate - values clarification
    (5) Mapwork, graphs, drawings, and related skills
    (6) Written reports
        (a) Evaluative paragraphs - topics developed through student interest
        (b) Letter writing
        (c) Newspapers

    (7) Use of motion picutres, filmstrips, slides,and transparencies
    (8) Use of library references and skills
    (9) Group and individual research
    (10) Projects
        (a) Models - pyramids, stoneage tools and implements
        (b) Dramatic plays
    (11) Games
        (a) Puzzles - crossword crisscross, hidden words and hangman
        (b) Contest - history "football"
    (12) Field Trips
    (13) Show relationships through personal experiences (student teacher)

D. Evaluation

Evaluation is a continuing process which should provide information about both the kind and the quality of the students' responses over a wide range of social studies situations. A single evaluative device cannot be expected to yield useful measuremants for a large number of different kinds of objectives. Therefore, it is important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device or devices.

The data which results from all evaluative devices should be used to improve the teacher's perceptions of such things as:
(1) the nature and range of the student's attitudes toward other people and himself, and
(2) the depth of his understanding of important ideas.

Evaluative Devices
(1) Student expression
    (a) class participation
    (b) subjective and objective

(2) Oral and written reports
(3) Map and drawing skills
(4) Written examinations
    (a) Objective tests
    (b) Essay tests
    (c) Matching tests
    (d) True or false tests
    (e) Completion tests
    (f) Chronological tests
(5) Class activities
    (a) Group processes
    (b) Individual projects

E. Resources and References: Western Man and His Culture

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* 18. How the Great Religions Began - Joseph Gaer

* 19. The World's Great Religions - Life Magazine Edition

* 20. Our Oriental Heritage - Will & Ariel Durant

* 21. Values and Teaching - Raths, Simon & Harmin

* 22. Values Clarification - Simon, Howe & Kirschenbaum

* 23. Clarifying Values through Subject Matter - Simon, Harmin & Kirschenbaum

* 24. Media Center (Library)

The search for more and better resources and references is an endless one for the effective teacher. He should work constantly toward the improvement of the materials which will, for a time, become a part of his students' world.

UNIT II: THE CIVILIZATION OF THE ANCIENT GREEKS

This unit relates excellently as a cooperative unit, working with the English department. (Literature and Mythology)

Main Idea of Unit II	The actions of a people are influenced by the values they hold.

A. Behavioral Objectives for This Course of Study

The ten objectives below are a master list for use with all units in this course of study. The teacher should review these objectives carefully before proceeding with planning for any unit. Also, the teacher should implement his objectives into each unit where appropriate.

1. The student will acquire the ability to list, group and label (concept development). This will facilitate his ability to develop more abstract concepts.

2. The student will learn to make meaningful comparisons, and to state correctly the differences between and similarities of cultures and cultural values.

3. The student will learn to state valid generalizations, provide the sources and limitations of the generalizations, and to apply those he has made.

4. The student will acquire the skill to give a reasonable and logically sound explanation of those cause-and effect relationship which result in the occurrence of the event in question.

5. The student will develop skill in asking pertinent, penetrating questions. And this skill will develop his ability to define th problem of inquiry, to make predictions, and to test his hypotheses.

6. The student will develop his ability to relate his own feelings and values, and to have empathy for the thoughts and feelings of others. He will be able to describe differences and similarities in the values within and among the cultures studied.

7. The student will discover that independence and originality of thought are considered indispensable in the study of social problems.

8. The student will learn basic map skills and develop his ability to make use of special maps such as political maps, relief maps, and land-use maps.

9. The student will learn that man has always feared the unknown, and that early man's belief in the supernatural was expressed through the development of religion.

10. The student will learn that our civilization and progress are built upon ideas, achievements and cultural gifts from all earlier cultures. He will learn that change is a continuing process.

Specific Student Objectives, Unit II

Ancient Greece:

1. The student will understand that Sparta and Athens were influenced by different conditions to satisfy the same needs in different ways.

2. The student will appreciate that the Greeks also built upon the achievements of earlier peoples.

3. The student will learn that our knowledge of the Cretans really began with archeological discoveries made early in the twentieth century.

4. The student will discover that the efforts of one person such Heinrich Schliemann can add much new evidence to ancient history.

5. The student will realize that Greek trade and the establishment of colonies helped to spread Greek ideas.

6. The student will appreciate the fact that Greek religion had much to do with the culture we inherited. (Greek mythology)

7. The student will understand that many causes account for the growth of different city-states such as Sparta and Athens, and for the defeat of the Persians.

8. The student will continue to grow in the understanding of time relationships.

9. The student will continue to improve in understanding map concepts and geographic generalities.

10. The student will understand that Greek democracy was more limited than ours today and embodied somewhat different rights and responsibilities.

11. The student will appreciate the Greek achievement and expression of architecture, sculpture and drama.

12. The student will understand that many people of all types contributed to Greek progress: sculptors, scientists, philosophers and traders.

13. The student will understand that the leadership of Alexander brought change to the whole course of Greek history and world history.

B. Content

Unit II
Organizing Idea: The daily activities of the Ancient Greeks reflected their values.

The Ancient Greeks: Contributing Ideas

1. The activities of individuals and societies reflect what they value.
2. Societies, as well as individuals, often differ in their values.
3. Societies sometimes punish those who question established values.

Content by topics
Topics which may be developed in Unit II are:

1. The Aegean Civilization
   a. Crete developed a flourishing culture
   b. Mycenae and Troy became centers of Aegean civilization
2. The geography of the Greek peninsula, its islands and the Aegean region
3. The Greeks established the basic principles of democracy
   a. Independent city-states were formed on the Greek peninsula
   b. Greek traders set up colonies and trade routes
   c. Power of nobility challenged by tryrants
   d. Athens - growth of the first democracy
   e. Sparta - a warrior state
4. The Greeks threatened by Persia, by rival city-states
   a. Greeks victorious at Marathon and Salamis
   b. Greeks stress liberal education
   c. Rival city-states undermine Greek power
5. Macedonians unite Greece and spread Hellenic culture
   a. Philip's conquest of Greece
   b. Alexander conquered the Persian Empire
   c. Spread of commerce and culture during the Hellenistic Age
6. Greek civilization - the basis for Western culture
   a. Philosophers of Athens search for truth
   b. Greek achievements:

      (1) early historians, philosophers, scientists
      (2) drama - the Greek theater
      (3) architecture and sculpture - widely imitated
      (4) Greek thought and Greek arts spread
      (5) Greek colonies on the Italian peninsula and around the Mediterranean Sea

The class will make a working list of important historical terms, events places, and personalities as the unit develops. Some suggestions are:

Aegean Sea
Crete
Sir Arthur Evans
Cnossos
Minoans
Troy
Homer
Heinrich Schliemann
Mycenae
city-state
Hellenes
Hellas
Hellenic
Hellenistic
Iliad
Odyssey

Zeus
Apollo
oligarchy
tyrants
Acropolis
Athens
Sparta
helot
democracy
Draco
Solon
Cleisthenes
ostracize
Pericles
Battle of Marathon
Darius

Xerxes
Delian League
Peloponnesian League
Philip II
Alexander
Mt. Olympus
Parthenon
Phidias
Myron
Doric
Ionic
Corinthian
Pindar
Euripides
Herodotus

Pythagoras
Themistocles
Democritus
Socrates
Plato
Aristotle
Hippocrates
Ptolemy
Greek Mythology

C. Activities and Skills

Note to the Teacher:

Skill in group process is one of social studies' objectives. Therefore, the gathering, organizing and interpreting of information in the development of these units is well justified in light of student-group characteristics.

Rules for Effective Group Work

(1) Work through one example with the total class to establish working procedures before starting committee work.

(2) Start one small group at a time if the class lacks experience in working in groups.

(3) Give each group responsibility for a different content area but, if at all possible, ask them to study the same questions.

(4) Arrange for reports from each group to the entire class.

(5) Help the total class to organize the information from each group.

(6) Arrange for students to summarize information through the use of a variety of media--visual as well as verbal.

(7) Provide opportunities by which the information which groups obtain can be exchanged, and compared and contrasted.

(8) Provide for a variety of ability and skill levels in each group.

(9) See that each pupil has new experiences both in areas where he lacks strength and in areas where he excels.

(10) Change group membership periodically.

(11) See that every group possesses both leaders and followers.

Activities - Unit II

1. Introduce the concept of value by having the students write a brief paper on the topic:
   What do you think of as really important in life?

2. Have the students discuss such concepts as:

   a. attitudes   b. fellings   c. values

   In this activity, avoid making value judgements; encourage the students to give their own opinions.

3. On a large map, have students point out from where the earliest founders of Greece came. Also important are the terraine, the many islands, the coastline and the latitude of Greece. Then ask:
   a. What effect might these geographic factors have upon the development of Greece?

   b. What other factors might have contributed to its development?

4. On an outline map, have students locate and define any of the following as they discover them in their reading and research.

   Athens
   Sparta
   Corinth
   Mycenae
   Olympia
   Miletus
   Crete
   city-state
   Bay of Salsmis
   Marathon (plain)
   Thermopylae
   Hellespont
   Troy
   Thebes
   Mt. Olympus
   Asia Minor
   Mediterranean Sea
   Aegean Sea
   Knossus
   Delphi
   Sardis
   Macedonia

5. Alternate periods of research with other activities. Have all students read widely about the ancient Greeks to gain a general impression of Greek life. Follow up with specific questions on Greek civilization. Have the students suggest study questions which will be meaningful in the unit study.

6. Have some students give illustrated (filmstrip) oral reports on the following aspects of Greek life:

Religion	Drama	Sculpture
Education	Architecture	Sports

7. Have students bring in pictures from newspapers or magazines showing contemporary statues or buildings. Then have them observe the differences and similarities between these modern pictures and Greek sculpture and architecture.

8. Have students write an essay comparing and contrasting Spartan and Athenian goals of education with those of their own school.

9. Hold a mock trial in which students recreate the trial of Socrates.

10. Have students report on the growth of the city-states in Greece. As a research outline, the following questions may serve as a guide.
    What were the city-states?
    How did they develop?
    What contributions did they make to Greek life?

11. List on the board things that the Greeks did, anything the class offers. Then, let them decide what the Greeks valued. Let each student write a summary paragraph entitled: "What the Greeks valued."

12. After the class has charted a list of Greek values, ask the class these questions:
    If the Greek had such high values, how then could the Athenians:
    (a) Ostracize Themistocles whose brilliant leadership built the Athenian Navy, the walls around Athens, and saved Athens from the Persians?

    (b) Put Phidias, their most creative sculptor who supervised the building of the Parthenon, into jail, where he died?

    (c) Put to death Socrates, the outstanding thinker of the times, the only man in 90 years of democracy to be sentenced to death?

    (d) Turn against Pericles who led Athens into a Golden Age of beauty and prosperity?

    Now ask: Do values change over a period of time?

13. Have students list the Spartan/Athenian/Ingomar, goals of education.
    1. Whose educational system did the best job of preparing children to be citizens? Why?

14. Divide the class into three groups each to read one set of the selections listed under Appendix I, in Western Civilization Perspectives on Change, by Taba.

15. The teacher must implement activities to suit the needs of the students. Some suggested activities and skills are:

    (1) Listing, grouping and labeling (concept development)
    (2) Outlining, note taking, vocabulary development, and how to follow directions
    (3) Role playing - The Board of Ephora, Spartan education
    (4) Formulating hypotheses
        (a) Inferring and generalizing
        (b) Debate - Topics: Refer to Page 5, No. 12
    (5) Mapwork, graphs, drawings, and related skills
    (6) Written reports
        (a) Evaluative paragraphs
        (b) Letter writing
        (c) Newspapers - items written as contemporary of ancient Greece
    (7) Use of motion pictures, filmstrips, slides, and transparencies
    (8) Use of library references and skills
    (9) Group and individual research - characters in Mythology
    (10) Projects
        (a) Models - Parthenon, Greek theater
        (b) Dramatic plays
    (11) Games
        (a) Puzzles
        (b) Contests
    (12) Field Trips
    (13) Show relationships through personal experiences (student teacher)

D. Evaluation

Evaluation is a continuing process which should provide information about both the kind and the quality of the students' responses over a wide range of social studies situations. A single evaluative device cannot be expected to yield useful measurements for a large number of differenct kinds of objectives. Therefore, it is important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device or devices.

The data which results from all evaluative devices should be used to improve the teacher's perceptions of such things as:

(1) the nature and range of the student's attitudes toward other people and himself, and
(2) the depth of his understanding of important ideas.

Evaluative Devices
- (1) Student expression
  - (a) class participation
  - (b) subjective and objective
- (2) Oral and written reports
- (3) Map and drawing skills
- (4) Written examinations
  - (a) Objective tests
  - (b) Essay tests
  - (c) Matching tests
  - (d) True or false tests
  - (e) Completion tests
  - (f) Chronological tests
- (5) Class Activities
  - (a) Group processes
  - (b) Individual projects

E. Resources and References: Weste[illegible] Man and His Culture

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9. Social Science Staff of the Educational Research Council of America. The Interaction of Culture. Allyn and Bacon, Inc. Boston, 1972

10. Social Science Staff of the Educational Research Council of America. Ancient Civilization. Allyn and Bacon, Inc. Boston, 1972

11. Social Science Staff of the Educational Research Council of America. The Challenge of Change. Allyn and Bacon, Inc., Boston, 1972

12. Social Science Staff of the Educational Research Council of America. Four World Views. Allyn and Bacon, Inc. Boston, 1972

13. Social Science Staff of the Educational Research Council of America. Greek and Roman Civilization. Allyn and Bacon, Inc. Boston, 1972

14. Social Science Staff of the Educational Research Council of America. Nations in Action: International Tensions. Allyn and Bacon, Inc. Boston, 1972

15. Social Science Staff of the Educational Research Council of America. Technology: Promises and Problems. Allyn and Bacon, Inc. Boston, 1972

16. Southworth and Cassidy. Long Ago in the Old World. Charles & Merrill Books, Inc., Columbus, Ohio, 1964

17. Great Religions of The World - Nat'l. Geographic Society

18. How the Great Religions Began - Joseph Gaer

19. The World's Great Religions - Life Magazine Edition

20. Our Oriental Heritage - Will & Ariel Durant

21. Values and Teaching - Raths, Simon, & Harmin

22. Values Clarification - Simon, Howe & Kirschenbaum

23. Clarifying Values Through Subject Matter - Simon, Harmin & Kirschenbaum

24. Media Center (Library)

The search for more and better resources and references is an endless one for the effective teacher. He should work constantly toward the imporvement of the materials which will, for a time, become a part of his students' world.

UNIT III: THE ROMAN EMPIRE - ITS POWER AND ITS INFLUENCE

Main Idea
of Unit III   Ideas and societies change as they come into contact with the ideas and achievements of other societies.

A. Behavioral Objectives for This Course of Study

The ten objectives below are a master list for use with all units in this course of study. The teacher should review these objectives carefully before proceeding with planning for any unit. Also, the teacher should implement his objectives into each unit where appropriate.

1. The student will acquire the ability to list, group and label (concept development). This will facilitate his ability to develop more abstract concepts.

2. The student will learn to make meaningful comparisons, and to state correctly the differences between and similarities of cultures and cultural values.

3. The student will learn to state valid generalizations, provide the sources and limitations of the generalizations, and to apply those he has made.

4. The student will acquire the skill to give a reasonable and logically sound explanation of those cause-and-effect relationships which result in the occurrence of the event in question.

5. The student will develop his ability to define the problem of inquiry, to make predictions, and to test his hypotheses.

6. The student will develop his ability to relate his own feelings and values, and to have empathy for the thoughts and feelings of others. He will be able to describe differences and similarities in the values within and among the cultures studied.

7. The student will discover that independence and originality of thought are considered indispensable in the study of social problems.

8. The student will learn basic map skills and develop his ability to make use of special maps such as political maps, relief maps, and land-use maps.

9. The student will learn that man has always feared the unknown, and that early man's belief in the supernatural was expressed through the development of religion.

10. The student will learn that our civilization and progress are built upon ideas, achievements and cultural gifts from all earlier cultures. He will learn that change is a continuing process.

Specific Student Objectives, Unit III

Roman Civilization:

1. The student will come to realize that as the Romans became more interested in how they were governed, their government improved.

2. The student will understand that Roman civilization not only influenced other cultures but grew as it was influenced by others, especially the Etruscan and Greek cultures.

3. The student will learn that the geography of Italy directly influenced the development of the Roman civilization by location and landforms.

4. The student will appreciate the achievements of great men in Roman history, such as Cincinnatus and the Gracchi brothers.

5. The student will understand that the prize of "world" trade played an important part in the conflict between Rome and Carthage.

6. The student will gain a deeper appreciation for some of the characteristics of the early Roman Republic, such as a loyal citizenry and a dedicated Senate.

7. The student will recognize that new influences resulted in changing ways of living. Such influences were changes in the government (imperialism) and in the economy.

8. The student will come to understand some of the changes in Roman government and the reasons for them. (Punic Wars and expansion)

9. The student will learn just how the Roman Republic changed to become the Roman Empire.

10. The student will learn to appreciate the achievements of the Romans, and will gain respect for Roman contributions to our American heritage.

11. The student will come to realize that the decline of Rome had many causes. (Religious, political, military, economic and social changes.)

12. The student will realize the importance of Christianity as a power in the Mediterranean region after the decline of the Roman Empire. (Constantine and Edict of Milan.)

13. The student will continue to grow in understanding the cause-effect relationships, and the sequence of events as they develop in his study.

B. Content

Unit III
Organizing Idea: Roman life and ideals changed as the Roman Empire expanded.

Roman Civilization: Contributing Ideas.

1. Ideas and achievements spread in many ways through the movements and influences of groups and individuals. Some examples are:
   a. Commerce-Phoenician Traders
   b. Travel-Alexander the Great
   c. Military-The Roman Army
   d. Religion, travel, trade-The Crusades

2. Changes within a society shape the lives and ideals of the society's people.

   The students may wish to list many changes they will discover. Two such changes which influenced many were:
   a. Egyptian beliefs
   b. Greek beliefs
   c. Roman beliefs
   d. Judaism
   e. Christianity
   f. Islam

   Student groups research and report on the similarities of and differences between religious beliefs.

Content by topics
Topics which may be developed in Unit III are:

a. The first Romans - their origin
b. The geography of the Italian Peninsula and the Western Mediterranean
c. Early problems - Punic Wars
d. Early Roman family life
e. Roman sports and entertainment
f. Roman architecture and engineering
g. Roman education, religion and drams
h. The Roman Peace, "Pax Romana"
i. The decline of the Roman Empire
j. The spread of Christianity throughout the Roman Empire

This list must be constantly supplemented by the class and the teachers.

C. Activities and Skills

Note to the Teacher:

Skill in group process is one of social studies' objectives. Therefore, the gathering, organizing and interpreting of information in the development of these units is well justified in light of student-group characteristics.

Rules for Effective Group Work

(1) Work through one example with the total class to establish working procedures before starting committee work.

(2) Start one small group at a time if the class lacks experience in working in groups.

(3) Give each group responsibility for a different content area but, if at all possible, ask them to study the same questions.

(4) Arrange for reports from each group to the entire class.

(5) Help the total class to organize the information from each group

(6) Arrange for students to summarize information through the use of a variety of media--visual as well as verbal.

(7) Provide opportunities by which the information which groups obtain can be exchanged, and compared and contrasted.

(8) Provide for a variety of ability and skill levels in each group.

(9) See that each pupil has new experiences both in areas where he lacks strength and in areas where he excels.

(10) Change group membership periodically.

(11) See that every group possesses both leaders and followers.

Activities - Unit III

1. The total class compares and contrasts how Phoenicians and Greeks spread their own ideas. Map work and wall maps to show how and where new colonies spreas cultural ideas.

2. The total class studies life in ancient Rome in depth and considers ideas and achievements they borrowed. Refer to the books:
"Everyday Life in Ancient Rome" by F. R. Cowell
"Daily Life in Ancient Rome" by Jerome Carcopino

3. The total class considers changes taking place during the later years of the Roman Empire, and draws conclusions about the affects which changes in a society can have on people.

4. Start students thinking about the spread of ideas by selecting a currently popular fad or idea; the present hair styles or popular clothing styles.
Ask: (for example)
   a. How many of you have or want this?
   b. How or where did you first learn about this?
   c. Do you know where this idea originated?
   d. How do you think it reached the United States?

   List several contributions on the board, using ideas from all earlier cultures studied.
   Then ask: (for example)
   a. How many of these do we do we find in the United States today?
   b. From where did each of these things come?
   c. How do you suppose each of these got to the United States?

   Have students consult a map showing the location of the cultures of the Mediterranean region.
   Then ask: (for example)
   a. How do you suppose that later peoples learned of the wheel developed by the Sumerians?
   b. What effect might good harbors and fertile soil have on the actions of these Mediterranean cultures?

5. Have students do library research and give oral reports. Prepare each reporter beforehand by giving him specific research questions to serve as a guide to gathering relevant information.
Example: The Punic Wars
   a. What happened during these wars?
   b. Where did these things happen?
   c. When did these things happen?
   d. Why did these things happen?
   e. What were the results?

6. Ask the class to identify what countries today were once part of the Roman Empire.
Ask the class to hypothesize what was necessary in order to hold such a vast area together, and maintain peace for 200 years.
List the suggestions on the board. Group and label.

7. From at least two sources, have the total class read about Roman civilization during the days of the Republic and the Empire.

Suggested Study Questions:

a. What things did the Romans leave behind (for example, artifacts and writings) which tell us something about them?
b. What do your readings indicate that they valued?
c. Can you offer any evidence to indicate that their values changed over time?
d. What happened to the Romans? Why?
e. How would you describe the Romans? Why?

8. Divide the class into groups. Have each group record all the things that indicated Roman values, then give its supporting evidence. These values are listed under, Appendix II in Taba.

9. Begin a bulletin board display comparing and contrasting the sculpture and architecture of ancient rome with that of ancient Egypt, ancient Greece, and modern-day America.

10. Have the class bring in pictures, cartoons and articles of contemporary examples of ideas or achievements which show some relationship or connection to ancient Rome.
Ask:
How do you suppose each of these ideas or achievements reached the United States?

11. Let the students organize the information they have gathered into a chart form, using the chalk board or transparency.

Suggested format and sample: (Group and label)

Characteristics of the Roman Peace	Changes which were Occuring in Later Years	Reasons for these Changes
Just laws Able governors Good roads Strong citizen-army	Increased unemployment of many Romans High taxes	Economic depression
	Decline of cities in the western Empire	Expansion of the Roman Empire over
	Politicians leaving the city to live in the country.	Wars made cities unsafe

12. Have the class imagine that they are citizens of Rome. Let them write "letters" to friends in other cities of the Roman world. Suggestions: They may describe different things Romans had been concerned with during the days of the Republic; how these concerns had begun to change during the later days of the Empire; finally, how they would attempt to explain these changes.

As a follow-up, have some students read their letters and explanations to the class. Then, have the class discuss which of the explanations are most likely and believable, and why.

13. Have students bring to class as many examples of change taking place in their own communities as they can find, (for example) new highways, housing developments and other new buildings, and important social changes.
Then ask:
    a. What factors bring about such changes?
    b. How are the changes in your community and the effects of these changes different from those which took place in ancient Rome?
    Similar to ancient Rome?
    c. In what ways is the life of your community or of your country being affected by these changes?
    d. What conclusions can you draw about the affects on people which changes in a society may bring about?
    e. What evidence can you offer to support your conclusions?

14. Have the students write brief essays on the topic: "How Changes Can Affect People's Lives."
Ask them to give as many examples as they can (from their studies) to support their reasoning.

15. Have the class read about a new idea that was spreading throughout the Roman empire, Christianity.
Suggested Study Questions:
    a. When and where did this idea begin?
    b. How did it begin and who was its founder?
    c. Who were some of the teachers and leaders of this idea?
    d. Describe its god or gods.
    e. What conditions led to the spread of the idea?
    f. Who opposed its spread and what problems did it face?
    g. What rules (ethics) did the supporters and followers of the idea have to guide them?
    h. What do the rules say about the value or treatment of other people, of wealth, and other things?
    i. What rewards are offered for obeying these rules?

Suggestion: These same study questions are also meaningful in the study of other religions. Examples: Judaism and Islam.

16. The teacher must implement activities to suit the needs of the students. Some suggested activities and skills are:
    (1) Listing, grouping and laveling (concept development)
    (2) Outlining, note taking, vocabulary development, and how to follow directions
    (3) Role playing - the role of the legislative body in action
    (4) Formulating hypotheses
        (a) Inferring and generalizing
        (b) Debate
    (5) Mapwork, graphs, drawings, and related skills
    (6) Written reports
        (a) Evaluative paragraphs
        (b) Letter writing - Student writes as "a soldier in Hannibal's Army."
        (c) Newspapers - "News Items" about ancient Romans

(7) Use of motion pictures, filmstrips, slides, and transparencies
(8) Use of library references and skills
(9) Group and individual research
(10) Projects
    (a) Models
    (b) Dramatic plays
(11) Games
    (a) Puzzles
    (b) Contests
(12) Field Trips
(13) Show relationships through personal experiences (student teacher)

D. Evaluation

Evaluation is a continuing process which should provide information about both the kind and the quality of the students' responses over a wide range of social studies situations. A single evaluative device cannot be expected to yield useful measurements for a large number of different kinds of objectives. Therefore, it is important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device or devices.

The data which results from all evaluative devices should be used to improve the teacher's perceptions of such things as:
(1) the nature and range of the student's attitudes toward other people and himself, and
(2) the depth of his understanding of important ideas.

Evaluative Devices

(1) Student expression
    (a) class participation
    (b) subjective and objective
(2) Oral and written reports
(3) Map and drawing skills
(4) Written examinations
    (a) Objective tests
    (b) Essay tests
    (c) Matching tests
    (d) True or false tests
    (e) Completion tests
    (f) Chronological tests
(5) Class Activities
    (a) Group processes
    (b) Individual projects

E. Resources and References: Western Man and His Culture

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15. Social Science Staff of the Educational Research Council of America. Technology: Promises and Problems. Allyn and Bacon, Inc. Boston, 1972

16. Southworth and Cassidy. Long Ago in the Old World. Charles & Merrill Books, Inc., Columbus, Ohio, 1964.

17. Great Religions of The World - Nat'l. Geographic Society

18. How the Great Religions Began - Joseph Gaer

19. The World's Great Religions - Life Magazine Edition

20. Our Oriental Heritage - Will & Ariel Durant

21. Values and Teaching - Raths, Simon & Harmin

22. Values Clarification - Simon, Howe & Kirschenbaum

23. Clarifying Values Through Subject Matter - Simon, Harmin & Kirschenbaum

24. Media Center (Library)

The search for more and better resources and references is an endless one for the effective teacher. He should work constantly toward the improvement of the materials which will, for a time, become a part of his students' world.

UNIT IV: THE MIDDLE AGES: RELIGION AND THE OTHER FACTORS OF CHANGE

Main Idea
of Unit IV How quickly any change comes about depends not only on the nature of the change itself, but also on the pressures for and against that change.

A. Behavioral Objectives for This Course of Study

The ten objectives below are a master list for use with all units in this course of study. The teacher should review these objectives carefully before proceeding with planning for any unit where appropriate.

1. The student will acquire the ability to list, group and label (concept development). This will facilitate his ability to develop more abstract concepts.

2. The student will learn to make meaningful comparisons, and to state co-rectly the differences between and similarities of cultures and cultural values.

3. The student will learn to state valid generalizations, provide the sources and limitations of the generalizations, and to apply those he has made.

4. The student will acquire the skill to give a reasonable and logically sound explanation of those cause-and-effect relationships which result in the occurrence of the event in question.

5. The student will develop skill in asking pertinent, penetrating questions. And this skill will develop his ability to define the problem of inquiry, to make predictions, and to test his hypotheses.

6. The student will develop his ability to relate his own feelings and values, and to have empathy for the thoughts and feelings of others. He will be able to describe differences and similarities in the values within and among the cultures studied.

7. The student will discover that independence and originality of thought are considered indispensable in the study of social problems.

8. The student will learn basic map skills and develop his ability to make use of special maps such as political maps, relief maps, and land-use maps.

9. The student will learn that man has always feared the unknown, and that early man's belief in the supernatural was expressed through the development of religion.

10. The student will learn that our civilization and progress are built upon ideas, achievements and cultural gifts from all earlier cultures. He will learn that change is a continuing process.

Specific Student Objectives, Unit IV

The Middle Ages:

1. The student will understand that the tribesmen of northern Europe were influenced by Roman ways, although they held on in part to their own ways; and, out of this a new mixture of cultures took place.

2. The student will recognize that the new influences upon the progress of European civilization were, the ways of living of the Germanic tribes, and the Christian Church.

3. The student will learn about the role of the Moslem religion in world history, and come to appreciate the influence of the Islamic civilization in Europe and the Mediterranean region.

4. The student will recognize that the Moslems also built on the achievements of others, and he will better understand the mutual influences of mingling cultures.

5. The student will understand the need for and functions of feudalism in the Middle Ages.

6. The student will realize the role of trade in the decline of towns and growth of manor living.

7. The student will continue to grow in his use of historical words and terms.

8. The student will understand that such events and developments as the Crusades and the breakdown of feudalism had many causes and effects.

9. The student will appreciate that the architecture of medieval churches was an expression of religious feeling, artistic imagination, and technology.

10. The student will understand the functions of guilds and their effects on trade and town living.

11. The student will recognize that as more people become free and self-sufficient, democracy increases.

12. The student will understand how trade influenced the new growth of towns in the late Middle Ages, and what life was like in towns of that period.

13. The student will understand the cuases of nationalism and recognize the development of new democratic ideas in France and England.

14. The student will recognize the changes that the Norman conquest brought to England.

15. The student will understand why Germany and Italy did not unite.

16. The student will understand the effect that the Byzantine culture had upon the developing Russian Culture, and also recognize the effects of the Mongol invasion of Russia.

17. The student willunderstand the causes behind the gradual decline of the Byzantine Empire.

B. Content

Unit IV
Organizing Idea: The changes that occurred in western Europe after the fall of Rome came about as a result of many interacting factors.

Middle Ages: Contributing Idea

1. Pressures for change develop from many sources.

Some examples are--
Mass movements of people:
  a. Germanic tribes
  b. Islamic warriors
  c. The Crusades

Strong leaders:
  a. Charlemagne
  b. Alfred the Great

Dissatisfaction with the world:
  a. Christian monks and monasteries

Increased trade:

  a. Crusades
  b. Rise of towns

New ideas, institutions and inventions:
- a. feudalism
- b. monasteries
- c. agricultural improvements

Development of standards of excellence:
- a. Medieval guilds

Contributing Idea

2. Efforts to change established practices often meet with counter efforts to maintain the status quo.

   Some examples are--
   - a. Groups such as feudal lords, kings and churchmen desiring to maintain a previously acquired advantage
   - b. Apathy
   - c. Embedded social or economic arrangements such as feudalism
   - d. Established traditions - the medieval guilds

3. People try to bring about change in different ways.

   Some examples are through--
   - a. this establishment of order; alfred and Charlemagne
   - b. inspiration; Pope Urban II's call for the First Crusade
   - c. education; Alcuin
   - d. retreat, reflection, and worship; monasteries
   - e. force; Charlemagne, Alfred, Crusades, Islamic "Holy Wars"

Content by topics

During much of the Middle Ages, the Christian Church wielded the most important influence upon the lives of the people. As Imperial Rome declined, the Church took over many of its duties.

Topics which may be developed in Unit IV are:

1. The Church - a bulwark of civilization
   - a. Missionaries - spread Christianity
   - b. The Church - provided protection and order; The Pope
   - c. Monks - helped preserve culture
   - d. Clovis - enlarged the Frankish relam, extended the power of the church
   - e. Charlemagne - built an empire and spread Christianity

2. Feudalism - arose in western Europe
   - a. Charlemagne's empire - weakened by division
   - b. Vikings, Moslems, Slavs - the empire under attack
   - c. Feudalism - a new system of government emerged
   - d. The Church - feudal contracts and wealth
   - e. Nobility, Clergy, peasantry - the fixed social classes
   - f. Feudalism - order in a lawless era

3. The Manor - center of economic life
    a. Farming - the strength of the manorial system
    b. Freemen and serfs - a part of the peasantry
    c. Medieval manor - a self-contained world
    d. Chivalry - set standards for conduct

4. The Church - great power and wealth
    a. Medieval life - rules enforced by the Church
    b. Crusaders - urged by the Church to save the Holy Land
    c. The people - looked to the Church for salvation

5. The Towns - revived in the late Middle Ages
    a. Trade - the new beginning in Europe
    b. Fairs - an important economic feature
    c. Money - its use replaced the barter system
    d. Towns - new wealth brings independence from feudal control
    e. The Guilds - merchants and craftsmen organize and a new middle class is born

6. Education - new learning and new horizons
    a. Charlemagne - a patron of learning
    b. Spanish Moslems - a high level of cultural development
    c. Universities - strengthened by kings and popes
    d. Scholars - old beliefs challenged and scientific knowledge gains

7. Literature and art - the spirit of medieval times
    a. Latin - replaced popular languages
    b. Medieval literature - many forms
    c. The arts - servants to the needs of the Church, the artists and sculptors

8. The Bysantines - notable contributions in many fields
    a. Industry and trade - kept alive in the East
    b. Scholars - preservers of classical learning
    c. Islam - the teachings of Mohammed
    d. The Arabs - a huge empire rises, but falls to the Turks

9. The Moslems - contributors to civilization
    a. Agriculture and industry im
    b. Trade - the dispenser of culture
    c. Science - great discoveries, great advancements
    d. Literature, scholarship and the arts flourish

10. Russia - first ruled by Viking invaders
    a. The Byzantine culture is adopted
    b. Survival - Russia withstands attacks from east and west

11. Decline of Feudalism - great changes begin
    a. Trade - new expansion required improvement in government, stronger leaders

C. Activities and Skills

Note to the Teacher:
Skill in group process is one of social studies' objectives. Therefore, the gathering, organizing and interpreting of information in the development of these units is well justified in light of student-group characteristics

Rules for Effective Group Work

(1) Work through one example with the total class to establish working procedures before starting committee work.

(2) Start one small group at a time if the class lacks experience in working in groups.

(3) Give each group responsibility for a different content area but, if at all possible, ask them to study the same questions.

(4) Arrange for reports from each group to the entire class.

(5) Help the total class to organize the information from each group.

(6) Arrange for students to summarize information through the use of a variety of media--visual as well as verbal.

(7) Provide opportunities by which the information which groups obtain can be exchanged, and compared and contrasted.

(8) Provide for a variety of ability and skill levels in each group.

(9) See that each pupil has new experiences both in areas where he lacks strength and in areas where he excels.

(10) Change group membership periodically.

(11) See that every group possesses both leaders and followers.

Activities - Unit IV

1. Ask the class to bring in news items about some of today's controversial issues. Probably a local controversy will have the most meaning.

   Some suggestions are:
   a. Buying guns from mail-order catalogs
   b. Capital punishment
   c. Use of insecticides by farmers
   d. Appropriate dress for school

The collapse of Rome in the fifth century, along with the barbarian invasions, caused tremendous insecurity throughout Europe and created three basic problems for medieval man; that of maintaining religious faith, that of restoring order to society, and that of making a living. To solve these and other problems, the medieval man organized his life around three institutions; the medieval church, feudalism, and the manorial system. The activities which follow lead into an understanding of these institutions.

2. Have the class recall the changes they observed taking place in Rome during the latter days of the Roman Empire. List these changes on the board.

3. Have the class study a good wall map to get some idea of the variety of nomadic groups which began to overrun all of Europe during the Fifth Century A.D.

4. On a wall map, have students trace the extent of the Moslem conquest. Give them questions to serve as guidelines in preparation for their map study.

   Some suggestions are:
   a. Who was Mohammed?
   b. What were some of his beliefs?
   c. What did he try to do?
   d. Was he accepted by his people?
   e. What changes or achievements did he bring avout?
   f. Why was the Battle of Tours (in 732 A.D.) of such great significance to the western civilization?

5. Have the students list some of the achievements and contributions of the Moslems. Then have them realize some things that the Moslems considered important by listing what Moslems valued.

6. Let the students show and discuss filmstrips on life in a monastery. These may add relevant information. Then have them role-play as medieval monks or nuns, discussing the nature of the times in which they live, and what roles they think the monasteries fulfill.

7. Have the class bring in the names of some currently acknowledged leaders in the world today.

   Suggestion: Then discuss such questions as --
   a. What have these men and women done that makes other people consider them leaders?

   b. What characteristics do you think an individual should possess if he is to be an effective leader?

   c. Could an individual be considered a leader if he were not trying to bring about change?

8. Show the motion pictures:
   The Meaning of Feudalism
   The Medieval Knight

The Medieval Manor
The Medieval World

9. Have research groups within the class exchange information on the advantages and disadvantages of feudalism, preparing a chart as shown.

Example:

Feudalism

Advantages	Disadvantages
Brought order to medieval society	Hindered growth of central government
Checked power of individual lords	Divided men's political loyalties and thus slowed down the growth of modern nations
Helped prevent conquest by invader	Produced a complex, hard-to-regulate society

10. On a world desk map, have students locate the following as they come across them during their study:

Mecca
Constantinople
Acre
Africa
France
Bysantine Europe
Antioch
Crete
Marseilles
Routes of Crusades
Germany
Asia Minor
Jerusalem
Cyprus
Mediterranean Sea
Sicily
Italy

Color the territory controlled by Christians and Moslems when the Crusades began and when they ended.

11. Have students write editorials or draw cartoons assessing the Crusades and their effects as they might have been seen by a Christian newspaper and a Moslem newspaper of the times.

12. Have a student panel discussion on the topic: "The Holy War of the Moslems and the Crusades of the Christians." State similarities and differences.

13. Have the students discuss what they would consider a "crusade" today.
Example: Groups could use such topics as --
a. civil rights struggle
b. war against Communism
c. fight against poverty
d. the ecological movement

14. List the following on the board.

Barbarian Invasions	Charlemagne - Alfred
Monasteries	Feudalism
Manorial System	Crusades
Towns	Guilds

Then: Ask the class to list, group and label the changes that the "board list" brought to Europe during the Middle Ages.

Finally: Have the students organize these changes in chart form.

Examples of some of the changes are:

Change	Forces Encouraging It	Forces Against Change
Breakdown in Roman Empire-govt.,army, etc.	Germanic Tribes	Roman Army
Representative Government	Charlemagne Alfred Medieval Town	Feudal Lords
Greater Freedom for Common Man	Towns Merchants	Feudal Lords
Development of a Middle Class	Trade Money System Towns	Nobles Church
Regulation of Competition	Guilds	Non-Guild Members
Use of Money as Trade Developed	Merchants Many Lords	---

15. The teacher must implement activities to suit the needs of the students. Some suggested activities and skills are:

(1) Listing, grouping and labeling (concept development)
(2) Outlining, note taking, vocabulary development, and how to follow directions

- (3) Role playing
- (4) Formulating hypotheses
  - (a) Inferring and generalizing
  - (b) Debate
- (5) Mapwork, graphs, drawings, and related skills
- (6) Written reports
  - (a) Evaluative paragraphs
  - (b) Letter writing
  - (c) Newspapers
- (7) Use of motion pictures, filmstrips, slides, and transparencies
- (8) Use of library references and skills
- (9) Group and individual research
- (10) Projects
  - (a) Models - Medieval Manor
  - (b) Dramatic plays
- (11) Games
  - (a) Puzzles
  - (b) Contests
- (12) Field Trips
- (13) Show relationships through personal experiences (student teacher)

D. Evaluation

Evaluation is a continuing process which should provide information about both the kind and the quality of the students' responses over a wise range of social studies situations. A single evaluative device cannot be expected to yield useful measurements for a large number of different kinds of objectives. Therefore, it is important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device or devices.

The data which results from all evaluative devices should be used to improve the teacher's perceptions of such things as:

- (1) the nature and range of the student's attitudes toward other people and himself, and
- (2) the depth of his understanding of important ideas.

Evaluative Devices

- (1) Student expression
  - (a) class participation
  - (b) subjective and objective
- (2) Oral and written reports
- (3) Map and drawing skills
- (4) Written examinations
  - (a) Objective tests
  - (b) Essay tests
  - (c) Matching tests
  - (d) True or false tests
  - (e) Completion tests
  - (f) Chronological tests

(5) Class Activities
  (a) Group processes
  (b) Individual projects

E. Resources and References: Western Man and His Culture

See Unit III

UNIT V: THE RENAISSANCE -- A TIME OF EMERGING NATIONS, AND FOR SEEING THINGS AS THEY REALLY ARE

Main Idea of Unit V — The beliefs, activities, and values of people are influenced by the times in which they live.

A. Behavioral Objectives for This Course of Study

See Unit IV

Specific Student Objectives, Unit V

The Renaissance:

1. The student will understand that trade helped to bring an exchange of ideas as well as of products, and new period called the Renaissance developed.
2. The student will learn how some people acquired the right to govern themselves.
3. The student will understand more fully the term Renaissance.
4. The student will appreciate the contributions of great men, and realize that the arts were one expression of the "spirit of the Renaissance."
5. The student will recognize the continuance in modern times of the many changes that began in the Renaissance, as but further support for the generalization that civilization develops cumulatively.
6. The student will appreciate more fully the scientific spirit of observation and experimentation that developed during the Renaissance.
7. The student will learn of specific achievements of great scientists, and recall some underlying causes of the changing attitude toward science.
8. The student will appreciate the difficulties of pioneer Renaissance scientists, and understand that modern scientific achievement is the result of teamwork.
9. The student will review the events in the lives of the first great explorers, and realize that this spirit of exploration is still alive in new ways in the Space Age.
10. The student will understand the underlying causes of conflect and religious differences which brought on the Reformation.

B. Content

Unit V

Organizing Idea: The actions, ideas, and values of the great artists, writers, scientists, and religious figures of the Renaissance were shaped by the spirit of the times.

The Renaissance: Contributing Ideas

1. Humanistic views influenced the thinking of many individuals during the Renaissance. Some achievements and developments of this period were:

   Architecture
   Art
   Music
   Literature
   Science
   Education
   Religion
   Exploration

2. The more man learns the more he is able to achieve. Some examples are:

   Marco Polo
   Renaissance
   Johannes Gutenberg
   Development of banking

3. New ideas often challenge previous learnings. Examples:

   The Reformation
   The Age of Discovery

Content by topics

Topics which may be developed in Unit V are:

1. The Renaissance - A new approach to life

   Unlike the people of the Middle Ages who gave more serious thought to life after death than to life on Earth, the people of the Renaissance wanted to live their own lives and form their own opinions. The pleasures and problems of earthly life became more important, and as men became more confident of their own powers they also became more defiant of authority. These changes in values sparked the "rebirth" which was to usher man into modern times.

   a. Strong Kings - New strength at the expense of the Church's power
   b. The Nation - a new political unit emerged
   c. England - a nation unified
   d. Magna Carta - some rights were assured
   e. French Monarchy - creation of a national state
   f. Spain and Portugal - a split created two separate nations
   g. Nation building - new expansion in Europe
   h. Russia - strength gained from two rulers; Catherine the Great and Peter the Great
   i. Germany and Italy - nation-making failed in Europe

2. The Renaissance - Its beginnings in Italy

   a. Art and learning - culture supported by the new wealth
   b. Individualism - the result of new political conditions
   c. Renaissance art - the city of Florence led the way
   d. Leonardo da Vinci - giants
      Michelangelo of
      Raphael Renaissance art
   e. Venice - an art center, rival of Florence

3. The Renaissance - Its spirit spreads in Europe

   a. Printing - books for the average man
   b. Literature - the spirt influenced England

4. The Reformation - Decline of the Medieval Church

   a. Protestantism - a divided Europe
   b. Conflict - religious differences caused political conflict

5. The Age of Discovery

   a. Portugal - Prince Henry the Navigator
   b. Spain - Columbus found the New World
   c. Da Gama - route to India
   d. Magellan - around the world by ship
   e. Coming of the overseas empire

C. Activities and Skills

Note to the Teacher:
Skill in group process is one of social studies' objectives. Therefore, the gathering, organizing and interpreting of information in the development of these units is well justified in light of student-group characteristics.

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(4) Arrange for reports from each group to the entire class.

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(6) Arrange for students to summarize information through the use of a variety of media--visual as well as verbal.

(7) Provide opportunities by which the information which groups obtain can be exchanged, and compared and contrasted.

(8) Provide for a variety of ability and skill levels in each group.

(9) See that each pupil has new experiences both in areas where he lacks strength and in areas where he excels.

(10) Change group membership periodically.

(11) See that every group possesses both leaders and followers.

Activities - Unit V

1. On the board (or a transparency) make a list of changes taking place during the latter part of the Middle Ages. Some examples are:

   Development of towns
   Freeing of serfs
   Increased use of money
   Expansion of trade
   Beginnings of representative government
   Emergence of middle class
   Increased power of merchants, kings
   Weakening of power of the Church

   Then ask: What effect might these changes have on men's lives?

2. Let the class visit the library for free reading to inspect many sources dealing with the Renaissance.
   Then ask: What do you think is important to know about the people who lived during the Renaissance?
   Now have the class list, group and label their findings in chart form (as done in Activity 14 in Unit IV).

3. Divide the class into research groups; each group to investigate a different aspect of the Renaissance.
   Some examples are:
   a. What was the Renaissance?
   b. Where did it begin?
   c. When did it begin?
   d. How far did it spread?

   What changes did the Renaissance bring in men's ideas about --
   a. art, architecture, literature, and music
   b. education and science
   c. religion
   d. exploration

4. Alternate periods of in-class and library research with the following activities in order to provide a wide variety of experiences for each student.
   a. Have studnets read aloud excerpts or anecdotes of human interest related to the Renaissance.
   b. Encourage students to create a bulletin board and other classroom displays of Renaissance art and architecture.

   c. Invite guest speakers or other resource persons from the community.
   d. Use selected motion pictures or filmstrips showing some aspect of the Renaissance.
   e. Provide in-class time for the groups to meet and discuss their work or any problems they are having in obtaining information.
   f. Provide instruction (by teacher or by students) for those students lacking in basic skills
   g. As often as possible, allow opportunities for the exchange of information between groups.
   h. Provide some opportunities for role-playing.
   i. Visit the museum or other Renaissance displays.

5. Inform the class that the word Renaissance means "rebirth," and mainly the rebirth of two important beliefs that had disappeared after the fall of the Roman Empire.
   The beliefs that:
   a. Man should be free to develop his abilities and interests
   b. man should seek the fullest enjoyment of life
   Then, have the students provide evidence that these two beliefs did not exist during the middle Ages.

   Some suggestions are:
   a. The Roman Church dominated all aspects of life.
   b. Art and literature emphasized religion.
   c. Man accepted the nature of things without question.
   d. National governments were weak or non-existent.
   e. Peasants and serfs (lower classes) had little freedom, living in poverty and ignorance.
   f. Class and social levels between noble and serf were rigid.
   g. Rule and order were established and maintained through feudalism.

6. Let each student select and write a paper about a particular artist, writer, traveler, or scientist of the Renaissance.
   The following suggestions may serve as guidelines:
   a. When did he live?
   b. Where did he live?
   c. What did he invent, produce, or discover?
   d. What is important about his accomplishment?
   e. Do his works, inventions or discoveries exist today?

7. Have the class list, group, and label their total information about Renaissance cathedrals.

	Descriptions of Romanesque	Descriptions of Gothic	Descriptions of Renaissance
Walls	Thick, to support ceilings	Thin, with flying buttresses to support walls and ceilings	
Arches	Usually round	Usually pointed	
Windows	Small	Large, of stained glass	
Decorations			
Origin			
Famous Examples			

8. Invite the school art teacher (or other resource person) to comment or Renaissance art and architecture, and to present slides.

9. Have a student present (on transparencies) the route taken by Marco Polo, his father, and his uncle when they traveled to the Orient in 1271 A.D.
   Then ask:
   Why were European explorers afraid to travel very far from home (or shore) until the late 14th Century ?

   Some suggested reasons are:
   a. Fear of unknown
   b. Belief world was flat
   c. Very limited knowledge
   d. Few instruments for navigation
   e. Incomplete, inaccurate maps

10. Form an "Explorer's Committee" to report on the later inventions and improvements which made the first great voyages of discovery possible.

    Suggestions: astrolabe, improved compass, square sail, improved rudder, larger and better ships

11. Have several students role-play a group of ignorant sailors discussing their fears of sailing far from shore, out into the unknown and uncharted sea. This activity is based upon the information gained from Activities 9 and 10.

12. Inform the classes that as a result of the early explorations and discoveries (15th and 16th centuries), the major trade routes shifted from the Mediterranean Sea to the Atlantic Ocean.
Now, ask the "Explorer's Committee" to explain whether this shift in trade routes increased or decreased each of the following, and why:

    Trade
    Prices
    Power of merchants
    Power of nobles
    Power of kings
    Amount of money in circulation
    Banking

    Point out that it was difficult for a single merchant to finance a complete merchant vessel. Often, therefore, a number of merchants would contribute jointly to the cost of outfitting such a ship and would share in the risks and profits. This arrangement, called a joint stock company, provided the capital (or money invested to produce more wealth) needed to finance many of the ventures which brought prosperity to Europe during the Renaissance.

13. Have one student present an oral report on Johannes Gutenberg and the inventention of the printing press. Point out that two objections of that time to the printing press were:
    a. Some scholars disliked it because it made books available to everyone.
    b. Some believed it was disrespectful to print great literature and holy scripture by machine.

    Now ask: Why might some people make such objections?

14. Inform the class that some scholars of the time even refused to look through Galileo's telescope.
Then, have the class write a paragraph in answer to the question, "How would you explain this?"

15. The church eventually forced Galileo to deny his theory relative to the solar system. Have each student write a paragraph in reply to the question, "Why do you suppose it did this?"

16. Divide the class into several research committees to study "the rise of national states." Let each committee become the "expert" on its country, (selected from two or three countries) to contrast with England. Have each committee list, then group and label their findings suggested by the following questions:
    a. Where did the ancestors of these people come from?
    b. Where is this nation located and what are its resources?
    c. Who were some of the nations early leaders and what problems did they face?
    d. What contributions has this nation in question made to world civilization?

17. Have students imagine they live in 13th Centruy England. Have them write an editorial, commenting on:
    a. The significance of the signing of the Magna Carta.

    Suggestion: The teacher may suggest many other events of the time.

18. Point out to the class that many factors help to unite people into nations.
    Some suggestions are:
    a. Geography
    b. Common government
    c. Common language
    d. Common customs, traditions

19. Have the class form groups to research and explain humanism, and to explain how the humanistic spirt was reflected in the Renaissance:
    a. Art
    b. Architecture
    c. Music
    d. Literature
    e. Science
    f. Education
    g. Exploration
    h. Religion

20. Have the students prepare a three column chart comparing The Medieval World, The Renaissance World, and Today's World. Then, when the chart is complete, have the class answer the question: What can you say about what people considered important in each of these periods? Then discuss: What effects do the times during which men live, have on their actions, on their beliefs, on their values, and on their accomplishments?

    Finally , ask the students (after some careful thought) to write an answer to the question, How do you think the times during which you have spent your life, affected your actions, your beliefs, and your values?

21. The teacher must implement activities to suit the needs of the students. Some suggested activities and skills are:

    (1) Listing, grouping and labeling (concept development)
    (2) Outlining, note taking, vocabulary development, and how to follow directions
    (3) Role playing - see activity 11,
    (4) Formulating hypotheses
        (a) Inferring and generalizing
        (b) Debate
    (5) Mapwork, graphs, drawings, and related skills
    (6) Written reports
        (a) Evaluative paragraphs
        (b) Letter writing
        (c) Newspapers
    (7) Use of motion pictures, filmstrips, slides, and transparencies
    (8) Use of library references and skills
    (9) Group and individual research
    (10) Projects
        (a) Models
        (b) Dramatic plays

(11) Games
  (a) Puzzles
  (b) Contest
(12) Field Trips
(13) Show relationships through personal experiences (student teacher)

D. Evaluation

Evaluation is a continuing process which should provide information about both the kind and the quality of the students' responses over a wide range of social studies situations. A single evaluative device cannot be expected to yield useful measurements for a large number of different kinds of objectives. Therefore, it is important that careful, pointed choices be made about what is to be evaluated, and that there be a good match between the objectives and the measuring device or devices.

The data which results from all evaluative devices should be used to improve the teacher's perceptions of such things as:
(1) the nature and range of the student's attitudes toward other people and himself, and
(2) the depth of his understanding of important ideas

Evaluative Devices
(1) Student expression
  (a) class participation
  (b) subjective and objective
(2) Oral and written reports
(3) Map and drawing skills
(4) Written examinations
  (a) Objective tests
  (b) Essay tests
  (c) Matching tests
  (d) True or false tests
  (e) Completion tests
  (f) Chronological tests
(5) Class Activities
  (a) Group processes
  (b) Individual projects

E. Resources and References: Western Man and His Culture

See Unit III

AMERICAN CULTURE

GRADE 8

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SUBJECT AREA: Social Studies - Grade 8

COURSE: American Culture

COURSE DESCRIPTION:

This is an interdisciplinary Social Science course which provides students with a sense of history and an appreciation of American culture and traditions. A wide variety of materials are used to relate this background to present events. From this study, the students can develop insight into the American culture as it grew into the 20th Century.

General Information

A. Objectives:

In the middle school we feel that we are the stepping stone between the elementary school and the academically oriented high school. Therefore, there are basic skills' which we endeavor to teach the students as overall objectives to our course of study. These are ongoing throughout all the units to follow.

1. Cognitive Skills

   a. Developing concepts
   Students will perform various operations such as grouping items, enumerating items, identifying common characteristics of groups or labeling groups. Thus they will learn the relationships and be able to form ideas about them.

   b. Inferring and generalizing
   The students will look at data, explain what they see and form conclusions by using facts and ideas that are implied.

   c. Applying generalizations
   The students will work with their ideas and use them in specific cases to solve problems.

Students cannot learn to think productively unless they are at the same time learning certain academic and social skills. We believe that these must be planned for and involved in each unit throughout the program. These skills are interdependent and through developing them the students will learn the cognitive process as well. These skills must be made meaningful to the student. The units that follow incorporate these various skills into the activities so that they are given a reason for developing them and gain a better understanding by learning them. Listed below are the skills we incorporate into the content units later listed.

2. Academic Skills

   a. Reading
   Students will learn a general idea of how books are organized. Through class assignments the students will be helped to read as effectively as their unique capabilities permit. Social studies sources and extra research will serve as materials for this.

   b. Note-taking
   The students will be assisted to develop this tool to organize and connect information as part of their effective study habits which will improve their competency.

c. Outling

Students will practive this study skill by taking materials studied and breaking it down to the basic points with which he can form and test opinions.

d. Listening

Through the use of tapes, recordings, oral reports, discussions, role-playing and television, the students will learn to speak and listen for important information which will aid their cognitive skills. While doing this, they will develop a respect for other's opinions.

e. Asking relevant questions

The student will learn to participate as an individual through orally expressing and communicating his ideas to a group.

f. Map Skills

The students will develop a sense of place and shape through researching information and displaying it visually on the class maps. Through following the directions carefully, the students also will develop the degree of accuracy with which he works.

g. Viewing

The student will be exposed as an individual and with a class or group to audio-visual materials such as filmstrips, pictures or movies. He will learn to employ perceptual skills which will aid in decision-making and prepare him to use this skill in all phases of his life.

h. Using and making graphs and charts

The student will practive transferring information to a visual format so that he can gain further understanding or align the information for critical thinking. Prepared charts are used for analysis and interpretation to formulate the cognitive skills.

i. Data collection and analysis

The students will participate in exercises that collect data such as taking and totalling a public opinion poll. By structuring the report of the results and drawing further information from it, they employ the skill of inference to aid their critical thinking.

j. Written expression

The students will learn to give their opinions in proper written form. They will combine facts gained through the basic research skills with creativity. They will then use the basic skills of spelling, sentence structure and reasoning to express their ideas through essays, letters, diaries or poems.

k. Oral expression
The students will use the same research skill and creativity to prepare oral transmitting of ideas through debates, public speaking, plays or role-playing.

3. Personal Perception and Development Skills

a. Student in relation to self
The students will be helped to examine their own feelings and values in order to understand themselves honestly. This can be done through reacting and responding to others' opinions and critiques of their work as well as their own analysis of it.

b. Students in relation to others in class
The students will be expected to accept responsibilities through group work. They will plan and work together to solve specific problems. Here they will learn confidence in their own contributions to the group and develop an empathy with others' concerns as they begin to recognize individual and group problems.

c. Students in relation to the community
The students will prepare projects or activities which will involve them in the problems faced by their community. These could include environment projects or a discussion of public issues such as voting or law enforcement.

d. Students in relation to their national heritage
Through exposure to the various activities within the American culture course, the students will become aware of the rich heritage given to them by their American background. Efforts are made through projects and discussions to have the students become aware of present problems and to associate them with problems and solutions in the past.

e. Students in relation to mankind
Students will be helped to identify with others in situations different from their own, to empathize with others' concerns and to see things from another's point of view. They will also be helped to avoid stereotypes and to learn that people in other cultures are individuals with unique perceptions, problems and desires.

B. General Evaluation

Evaluation of how the student has progressed is important. This must consist of more than just a unit test. The various methods of evaluation which are employed in 8th grade American Cultures can be divided into the three areas listed below. While specific evaluation for each unit, is listed with that unit, we feel the items in this section are general to all units and form methods of continual evaluation throughout any unit.

1. Cognitive Evaluation

   a. Tests - to measure knowledge at a given point in the unit.
      - Objective - multiple choice, completion, true-false, matching.
      - Subjective - essay questions which probe a student's understanding
      - Open book - measures student's familiarity with materials and ability to coordinate it with directed questions.

   b. Quizzes - given on a day to day basis to check on student progress
      - Written
      - Oral

   c. Assignments - to measure a student's progress as he works on his own.
      - Completion of study guides
      - Map research and completion
      - Individual projects - student can decide to work with others or alone, use written material, an art medium or oral presentations of a topic which interests him.
        - Examples: book reports
          - term papers
          - oral reports
      - Group or class projects - measures the finished project and also the individual student's role in developing it.
        - debates
        - skits
        - quiz games or contests

2. Affective Evaluation

   a. Students express opinions in written form
      - questionnaires
      - polls
      - diaries, poetry, cartoons prepared by the student

   b. Oral expression of thought
      - Class discussions
      - Role-playing by individuals
      - Student prepared slide-tape shows
      - Individual conferences between student and teacher
        - Discuss progress on a project
        - Correct written work
        - Discuss classroom attitudes or progress

3. Psychomotor

   a. Comprehension - ideas gained through reading
      Written answers to guide questions
      Oral discussions

   b. Inferences and generalizations
      Chart interpretation
      Map interpretation

C. Additional Classroom Activities

In an effort to coordinate the past of American culture with the present, we have set aside certain days at various intervals in our class program to have the students work on projects that pertain to current issues or a special interest topic in history. In some cases the teacher outlines the project and in others the student conceives the idea, works with the assistance of the teacher and then presents his work to the class. Some of these projects from 1972-73 are listed below.

1. Teacher directed

   a. 10 day newspaper assignments
      Students work on these for 10 days. A choice of subjects are presented and the student watches the daily papers for articles pertaining to his topic and collects them. Each article is presented with a short paragraph telling the student's opinion of it.

   b. Political campaigns
      Students develop a campaign speech to sell themselves as a candidate. They create slogans, posters, buttons, etc. After they deliver their speeches, the class votes and a run-off election is held among the daily winners to determine the class winner.

   c. Stock market
      Students are encouraged to "purchase" a number of shares of stock. We then follow the price as it changes and chart the gains and losses.

2. Individual Student Projects

   a. Ecology projects
      Students perform various activities such as cleaning the yard, building birdhouses, erecting bird feeders, planting trees, making mulch piles, collecting non-returnable glass, newspapers old clothing, etc. As a result of these projects being at home, they work closely with their parents and this has developed many good lines of communication. This also makes Earth Week become Earth Year.

b. Special interest projects
Researched, prepared and delivered by the students. Program is developed aroung A-V material produced by the students.

Man and his environment
Customs and traditions of various ethnic groups
Unique techniques in map work
Certain period of history--such as Jazz Age
This Fabulous Century, 1870-1970
Assassins and Assassinations
Youth Problems

D. General Textbooks Employed

1. Broyden, Henry, etal. From Subject to Citizen: The Emergence of the Americans. Chicago: Denoyer-Geppert, 1970
2. Fenton, Edwin, et al. The Americans: A History of the United States New York: McGraw-Hill, 1970
3, Graff, Henry F. The Free and the Brave. Chicago: Rand McNally, 1967
4. Kane, Ralph J. and Glover, Jeffrey A. Inquiry: USA: Themes, Issues And Men in Conflict. New York: Globe Book, 1971
5. Kownslar, Allan O. and Frizzle, Donald B. Discovering American History, vol. I. New York: Holt, Rinerhart and Winston, 1967.
6. Roden, Philip and Cuban, Larry. Promise of America, vois. I-5. Oakland, N.J.: Scott Foresman, 1971
7. Wilder, Howard B., et al. This Is America's Story. New York: Houghton, Mifflin, 1963

E. General Bibliographies (for teachers and students)

1. American Heritage, American Heritage Pictorial Atlas of U. S. History, New York: McGraw-Hill, 1967
2. Angle, Paul. American Reader. Chicago: Rand McNally, 1958
3. Brown, Richard C. United States of America: A History for Young Citizens. Morristown, N. J.: Silver Burdett, 1964.
4. Commager, Henry and Nevins, Allan. Heritage of America. Boston: Little, Brown, 1949
5. Eisenberg, Azriel L. Voices From the Past. New York: Abelard-Schuman, 1959

6. Ezell, John. Readings in American History, Vol. I, 1492-1865. Boston: Houghton Mifflin, 1964.

7. Witte, Eva Knox. American Biographies. New York: Holt, Rinehart and Winston, 1968.

Unit I - The American Colonies

A. Objectives

1. The students will be able to demonstrate his knowledge of the original 13 colonies by listing and describing their unique characteristics.

2. The students will be able to write and orally express the major problems faced by the early colonists.

3. By comparing and contrasting the economic and political influences which affected the colonies, the students will learn the differences between the thirteen.

4. Given selective readings on various religious groups, students will be able to gather data about the differences in this area of colonial development.

5. The students can demonstrate a working knowledge of colonial social life by volunteering to participate in an aspect of the colonial days project.

6. The student will be able to illustrate in writing, the evolution of government during the colonial period.

7. Since this is the first unit, the students will begin to employ the various academic and social skills listed earlier as they work in the activities.

B. Activities

1. Chart of the colonies-listing founders, dates, source of income, etc.

2. Role-playing in situations such as hardships encountered.

3. Map studies-prepared texts
   student drawn and motivated

4. Group activity-give each group a copy of a letter from a colonial citizen. Have the group use readings to prove or disprove the generalizations in it.

5. Perspective activity-Have the students act as a company which analyzes the chances of success and the necessities for establishing a colony.

6. Colonial days - The students dress for two days in the garb of a colonial character. Individuals and groups produce skits and projects relating to the time period being studied.

7. Use of a chart showing colonial social classes p The students will research the manner of addressing a person in each social class and what sort of income each would have. Each student assumes a particular occupation and then the entire class interrelates with each other according to rank.

C. Evaluation

1. Students will have completed a chart showing pertinent information of the founding of the colonies.

2. Written expression of opinions on problems facing the colonies.

3. Participation in one or more phase of colonial days projects.

4. Students will have completed map studies of the colonial settlements.

5. Periodic quizzes and a unit test.

D. Bibliography

Films (Available from IMC at Administrative Building)

1. Colonial America in the 18th Century (17 min. color) - Examines politics and social life in all 13 colonies from 1770-1775.

2. Salem Witch Trials (27 min.;b/w) Examines the hysteria and atmosphere surrounding the Salem witch trials with a close look at actual proceedings.

Filmstrips (Available from I.M.S. Library)

1. Early Explorers and Settlers in America	MG-87
2. Indian Ceremonies	MG-88
3. The Pilgrims	MG-89
4. Our Colonial Beginnings: Europeans Roots	MG-91
5. Our Colonial Beginnings: If You Were A Colonist	MG-95

Filmstrips and Record

1. Folk Songs in American History	M-FSR-16
2. They Have Overcome: Negro History	M-FSR-18

Records

1.	Voyages of Christopher Columbus; Landing of the Pilgrims	M-PR-01
2.	Pocahontas and Captain John Smith	M-PR-02

Kits

1.	American History "400"	M-KT-11
2.	Pictorial Encyclopedia of American History	M-Kt-06
3.	U.S. and World, Travelers, Traders, Discoverers 1200-1700	M-OHT-01

Student Bibliography

1. Acheson, Patricia C. America's Colonial Heritage. New York: Dodd, Mead and Co., 1957.

2. Bennett, Lerone. Before the Mayflower: A History of the Negro in America, 1619-1962. Chicago: Johnson Publishing Co., 1962.

3. Boorstein, Daniel J. Americans, The. :The Colonial Experience. New York,: Random House, 1958.

4. Boorstein, Daniel J. Landmark History of the American People: From Plymouth to Appomattox. New York: Random House, 1968

5. Clapp, Patricia. Constance: A Story of Early Plymouth, New York: Lothrop, 1968.

6. Fishwick, Marshall and Rouse, P. Jamestown: First English Colony.

7. Gaer, Joseph, Puritan Heritage: America's Roots in the Bible. New York: New American Library, 1964

8. Gallman, Robert E. Discovering the American Colonies, 1607-1783.

9. Glubok, Shirley. Home and Child Life in Colonial Days. New York: Macmillan, 1969

10. Ingraham, Leonard W. Album of Colonial America, an. New York: Franklin Watts, 1964.

11. Miller, John C. First Frontier, The: Life in Colonial America. New York: Dell 1966.

12. Miller, Perry. American Puritans, The. Magnolia, Mass.: Peter Smith, 1959.

13. Sanderlin, George. Across the Sea: A Journal of Columbus' Voyage. Elmsford, N.Y.:Harper and Row, 1966.

14. Speare, Elizabeth G. Life in Colonial America. New York: Random House, 1963.

15. Stephen Peter John. Towappu:Puritan Renegade. Atheneum, 1966.

Teacher Bibliography

1. Andrews, Charles M. Our Earliest Colonial Settlements. Cornell UNiversity, 1933

2. Barck, Oscar, Jr. Colonial America. New York; Macmillan, 1968

3. Hawke, David. The Colonial Experience, Indianpolis: Bobbs-Merrill, 1966.

4. Nettels, Charles, The Roots of American Civilization. Appleton-Century-Crofts, 1963

Unit II - The American Revolution

A. Objectives

1. Given 2 readings which are examples of a riot and a revolt, the students will be able to list the differences between the two.

2. The students will gather data from primary sources and then formulate hypotheses to be presented orally as to the causes and underlying causes of the Revolutionary War.

3. To gain the concept that the Revolution was supported by a minority faction. Use questions such as what types of people actually took a lead and socio-economic factors were involved for discussion.

4. The students will be able to demonstrate the changes following the Revolution by role-playing of various groups of people such as the middle class or the Loyalists.

5. The students will be able to relate first person information on the various personalities of the war such as Washington, Lafayette, etc. either orally or in writing.

6. The student will construct a time line to gain an understanding of the time element involved.

7. The student will work with specific skills such as vocabulary, critical thinking, etc.

B. Activities

1. The students are given 3 paintings of Lexington. Have a class discussion on the various interpretations possible.

2. Have the students study songs of the time period as they affected the opinions and reflected them.

3. Class discussion to clarify issues: Why was it a civil war?
   Why was it a world war?

4. Debates and role-playing: View and defend the Revolution through the eyes of both sides.

C. Evaluation

1. Class discussions will be held where students will show understanding of the elements of a riot versus a revolution.

2. Debate between British and American viewpoints on the war.

3. Written interpretations of pictures from the Revolutionary War.

4. Individual student research and projects.

5. Periodic quizzes from readings and a unit test.

D. Bibliography

Films

1. Causes of the American Revolution (color; 15 min.) - Explores background factors which let to the outbreak of the war.

2. Revolution 1775-1783 (24 min.; color) - Describes some of the battles and the responsibilities of independence.

Filmstrips

1. Our Colonial Beginnings: Establishing Independence	MG-96
2. Paul Revere and the Minutemen	MG-97
3. Winter at Valley Forge	MG-98
4. Union Against Britain	MG-102

Filmstrip and Record

1. The American Revolution	M-FSR-42
2. Folk Songs in American History	M-FSR-16

Records

1. The American Revolution	M-PR-14
2. John Paul Jones	M-Pr-11
3. The Sounds of History 1775-1788	M-PR-20

Kits

1. Pictorial Film Encyclopedia	M-KT-06
2. American History "400"	M-KT-11

Student Bibliography

1. Brink, William and Harris, Louis. *The Revolution in America.* New York:Simon and Scuster, 1964.

2. Campion, Nardi. *Patrick Henry:Firebrand of the Revolution.* Little, Brown, 1961

3. Cheney, Cora. *The Incredible Deborah: A Story Based on the Life of Deborah Sampson.* New York: Scribner, 1967.

4. Clarke, Clorinda. *The American Revolution: A British View.* New York:McGraw-Hill, 1967.

5. Dickinson, Alice. Boston Massacre. New York: Franklin Watts, 1968

6. Findlay, Bruce Allyn and Esther Blair Findlay. Your Magnificent Declaration. New York: Holt, Rinehart and

7. Hall-Quest, Olga W. From Colony to Nation: With Washington and his Army at the War for Independence. Dutton, 1966

8. Millender, D.H. Crispus Attucks, Boy of Valor. Indianapolis: Bobbs-Merrill, 1965.

9. Sanderlin, George. 1766-Journals of American Independence. New York Harper and Row, 1968.

10. Sutton, Felix. Sons of Liberty. New York: Julian Messner, 1969

11. Wibberly, Leonard. Man of Liberty: A Life of Thomas Jefferson. Farrar, Straus and Giroux, 1968.

Teacher Bibliography

1. Gipson, Lawrence. The Coming of the Revolution, 1763-1775. New York: Harper and Row, 1954

2. Morgan, Edmund S. The Birth of the Republic, 1763-1789. Chicago: University of Chicago, 1956.

Unit III - Establishing A New Form of Government

A. Objectives

1. Students will be able to express the underlying concepts of the first government under the Articles of Confederation.

2. By interpreting pictures, the students will be able to discover the reasons for the breakdown of this form.

3. Using a compare and contrast activity between the Articles and the Constitution, the students will be able to learn why a new form was desirable.

4. Using various activities the students will learn the basic fundamental of the Constitution such as 3 branches of government and requirements for office.

B. Activities

1. The students will work in groups to write their own Constitution to be used later in the classroom.

2. Make the room into total disorder. Allow the students to construct their own order and observe what it is. Follow with a discussion of why it was necessary and their methods of choosing a leader. Was he the loudest? Was he the biggest? Was he chosen democratically?

3. Use posters on the Bill of Rights to stimulate discussion on the ideas presented therein.

4. Student-drawn cartoons about the Constitution and Bill of Rights.

5. List of the Bill of Rights in modern language. Present this to the class as suggested changes in the Constitution. Have them discuss them with their parents and follow with a class discussion and vote on these changes. Afterwards, point out that they are already in effect.

6. For a high academic group--play the game "1787".

7. Summary activity:
   Have students resurrect their constitution, elect officers under it and live under it to learn the problems and difficulties encountered in putting it into practice.

C. Evaluation

1. Students work within his group will be measured as they prepare a model constitution.

2. Students drawing cartoons and posters to illustrate principles studied.

3. Individual student research and projects.

4. Quizzes on each branch of government as it is completed.

5. Unit test

D. Resources

Films

1. The Constitution: Whose Interpretation (30 min. b/w) Illustrates the conflicts among the various branches of government

2. One Nation (60 min.; b/w) Shows the high points of the Constitutional Convention and the roles played by the men involved.

Filmstrips

1. Writing the Constitution	MG-99
2. Bill of Rights and Other Amendments	MG-100
3. A Difficult Period, 1783-1789	MG-104

Records

1. Ben Franklin	M-PR-04
2. Founding the Republic	M-Pr-15
3. The Sounds of History	M-PR-16

Kits

1. Pictorial Film Encyclopedia	M-KT-06
2. 1787-A simulation Game	M-KT-10
3. American History "400"	M-KT-11

Overhead Transparencies

1. The Constitution Parts 1and 2	M-OHT-18

Student Bibliography

1. Commager, Henry Steele. *Great Constitution*. Indianapolis: Bobbs-Merrill, 1961.

2. Findlay, Bruce. *Your Rugged Constitution*. Palo Alto, Calif.: Stanford University Press, 1969.

3. Fleming, Thomas, J. *First in their Hearts: A Biography of George Washington*. Norton, 1968.

4. Fribourg, Marjorie G. *The Bill of Rights: Its Impact on the American People*. Macrae, 1967

5. Fribourg, Marjorie G. The Supreme Court in American History: Ten Great Decisions. Macrae, 1965.

6. Johnson, Gerald W. Presidency, The. New York: William Morrow, 1962.

7. Johnson, Gerald W. Supreme Court, The. New York: William Morrow, 1962.

8. Morris, Richard B. First Book of the Constitution. New York: Franklin Watts, 1958.

9. Tunis, Edwin. Young United States, 1783-1830. World, 1969.

Teacher Bibliography

1. California State Department of Education. Bill of Rights: A Source Book for Teachers. Sacramento, Cal.: State Dept. of Educ., n.d.

2. Kelley, Alfred H. and Harbison, Winfred A. The American Constitution Its Origin and Development. Northon, 1963.

3. Van Doren, Carl. The Great Rehearsal. Vicking, 1961

Unit IV - Getting the Whole Thing Started 1789-1840

A. Objectives

1. Students will learn now the Constitution was transformed from written form to actual practice.

2. Using various sources such as a soundfilmstrip, students will collect data which will enable them to formulate hypotheses as to how and why political parties developed.

3. The students will demonstrate their understanding of the delicate foreign affairs which the new vulnerable nation faced by various forms of written expression such as essays, poems, cartoons, etc.

4. Given charts and graphs, the students will be guided to form conclusions about how democracy was extended to the common man through further suffrage.

B. Activities

1. Kit from the library-Federalists vs. Republicans

2. Role playing of famous people from this period such as Adams, Jefferson, Jackson.

3. Debates on controversial items such as War of 1812.

4. Then and Now Activity: Compare political parties and their activities

5. Reenactment of the Marbury vs Madison case to establish differing ideas on interpreting the Constitution.

6. Have students carry out campaigns using various tactics employed today to study the electoral process.

7. Background studies of the Presidents. Have students learn basic facts about them such as state, term of office, personalities, etc.

8. Have students do political cartoons depicting various events from the time period.

C. Evaluation

1. Students role in the election campaigns.

2. Depth of understanding expressed in debate positions.

3. Student-drawn political cartoons to reflect a specific side.
4. Oral report or first person enactment of a famous personality.
5. Individual research and projects.
6. Periodic quizzes and unit test.

D. Resources

Films

1. John Marshall Parts I and II (b/w; 40 min. each) Biographical sketch which also traces the rise of judicial review.
2. With Liberty and Justice for All (59 min.; b/w) Discusses individual rights and supreme Courts role in developing them.

Filmstrips

1. Pennsylvania Helps Lead the New Nation	MG-101
2. Our History 1789-1860	MG-103-110-111-118

Records

1. Founding the Republic	M-PR-15
2. The Sounds of History	M-PR-21 and 22

Kits

1. Pictorial Film Encyclopedia	M-KT-06
2. Federalists vs Republicans	M-KT-09
3. American History "400"	M-KT-11

Student Bibliography

1. Brown, Richard H. The Hero and the People: The Meaning of Jacksonian Democracy. New York: Macmillan, 1964
2. Chambers, Wm. N. The Democrats, 1789-1964: A Short History of a Popular Party. Anvil, 1964.
3. Coit, Margaret. Growing Years, 1789-1829. Morristown, N.J.: Silver Burdett, 1963.
4. Corwin, Edward S. The President: Office and Powers, 1787-1957. New York: New York Univ., 1964
5. Cunningham, Noble. The Making of the American Party System, 1789-1809. Sper., 1965
6. James, Leonard F. The Supreme Court in American Life. Scott, 1964

7. Kennedy, John F. Profiles in Courage, New York: Harper and Row, 1955.

8. Meltzer, Milton. Milestones to American Liberty: The Foundations of the Republic. Chicago: Library Publishers, Inc., 1969.

9. North, Douglas C. Decisions that Faced the New Nation, 1783-1820. Scott, 1964.

Teacher Bibliography

1. Acheson, Patricia. The Supreme Court: America's Judicial Heritage. Appollo, 1965.

2. Chambers, Wm. N. Political Parties in a New Nation: The American Experience, 1776-1809. Oxford, 1965.

3. Coyle, David C. The United States Political System and How It Works. Mentor, 1964.

4. Miller, John C. The Federalist Era. Torch, 1960.

Unit V - Westward Expansion - 1840-1890

A. Objectives

1. By completing a questionnaire, students will examine reasons why people move today. After using visual data, students will determine which of these reasons were prevalent during this time period.

2. By participating in a role playing situation where most conveniences have been eliminated, the students will be able to compare and contrast a comfortable life vs difficulties faced by pioneers.

3. The students will be able to use the Turner Thesis as a debate topic and thus formulate ideas pertaining to the role played by the frontier in shaping the American character.

4. The students will be able to utilize map skill in order to become familiar with the routes followed westward and areas settled.

5. Given a keyed map of the western areas, students will be able to locate areas settled by various groups of immigrants and relate, through research, specific contributions of these groups.

6. Through reading and discussing primary sources, the students will be able to relate the events of the Gold Rush to the rapid development of that area.

7. To have the students study the foreign problems faced by the growing nation.

8. To have the students become more sensitive to the Indian dilemma by studying how the early pioneers coped with the Indians.

B. Activities

1. Have students do map studies which show the various trails, land claims, territories formed and new states carved from them.

2. Using library sources, have students do selected readings for background in a particular topic.

3. Individual and group projects in Indian cultures.

4. Student investigation of some of the personalities involved in the growth of the West followed by role playing of these studies.

5. Using tapes from The Americans, enlarge the student's knowledge of hardships traveling westward.

C. Evaluation

1. Students answer questions after listening to prepared tapes.
2. Map studies will be completed showing trails and new settlements.
3. First person enactments of the various personalities involved.
4. Individual research and projects.
5. Quizzes and a unit test.

D. Resources

Films

1. Louisiana Purchase - America's Best Buy (b/w; 29 min.) Describes the role of the Mississippi Valley in world diplomacy.
2. Settling West (color, 12 min.) Explains that between 1853 and 1890, the largest frontier region was settled.

Filmstrips

1.	The Westward Movement	MG-112
2.	Robert Fulton's Steamboat	MG-115
3.	The Rise of the New West	MG-116
4.	Sam Houston	MG-118
5.	California Gold Rush	MG-119
6.	Democracy and the Common Man	MG-133
7.	Settling the Last Frontier	MG-151
8.	Winning the Far West	MG-183

Records

1.	Gold Rush	P-PR-07
2.	First Transcontinental Railroad	M-PR-08

Student Bibliography

1. Athearn, Robert. America Moves West. New York: Holt, Rinehart and Winston, 1956.
2. Clark, Ann Nolan. Medicine Man's Daughter. New York: Strauss and Co., 1963
3. Kjelgaard, Jim. Coming of the Mormons. New York: Random House, 1953.
4. Lavender, David. Westward Vision. New York: McGraw-Hill, 1963
5. Le, Rose Hum. Chinese in the United States of America. Fair Lawn, N.J.: Oxford University Press, 1960.

6. Parker, William. Commerce, Cotton and Westward Expansion. Chicago: Scott, Foresman, 1964

7. The Erie Canal. New York: McGraw-Hill, 1964.

8. Wells, Helen. Adam Gimbel Pioneer Trader. New York: David McKay Co., 1955

Teacher Bibliography

1. Durkin, Mary. United States-Change, Problems and Promises. Menlo Park: Addison, Wesley Co.; 1969

2. American History Pictorial Atlas of the U.S. New York: McGraw-Hill, 1969

Unit VI - Improving Man and Society - 1820-1870

A. Objectives

1. The students will be able to participate in role playing of various personalities from the reform movements.

2. Given a series of readings, the students will be able to pick out the problem, the reformer, his goals, reasons and results.

3. Students will use current events to apply knowledge of previous reforms to problems existing today.

B. Activities

1. Role playing of personalities such as Dorothea Dix and Horace Mann.

2. Construct newspaper headline and front pages for the various drastic changes that occurred.

3. Have students do collages depicting current problems.

4. Have students do a newspaper project making a collection of articles pertaining to present day problems.

C.. Evaluation

1. First person enactments of research done on prominent persons.

2. Students have constructed their newspapers showing effects of the drastic changes during this time period.

3. Student collections of newspaper items on current problems.

4. Individual research and projects.

5. Periodic quizzes and a unit test.

D. Resources

Films

1. Horace Mann (b/w;19min.) Presents highlights of his life and his activities for education.

2. Susan B. Anthony (19 min. b/w) Story of her work in women's suffrage and temperance societies.

Filmstrips

1. The Struggle for Human Rights	MG-113
2. The Problem of Slavery	MG-122
3. The Abolitionists	MG-125
4. Women in Today	MC-35

Student Bibliography

1. Addams, Jane. Twenty Years at Hull House. New York; Macmillan, 1961

2. Bontemps, Anna, Frederick Douglass: Slave, Fighter, Freeman. New York: Dodd, Mead, 1961

3. Graham, Shirley. There Once Was a Slave. New York: Julian Messner, 1947.

4. Ingram, Leonard W. Slavery in the United States. New York: Franklin Watts, 1968

5. Lutz, Alma. Susan B. Anthony. Boston: Beacon Press, 1959.

6. Petry, Ann. Harriet Tubman: Conductor of the Underground Railroad. New York: Corwell-Collier 1955

7. Swift, Hildegarde. North Star Shining. New York: Julius Messner, 1947.

Teacher Bibliography

Baker, Rachel. Dorothea Lynde Dix. New York: Messner, 1955

Truchler, Jessie. Horace Mann. Encyclopedia Britannica, 1962.

Unit VII - The Civil War

A. Objectives

1. The students will gain an understanding of the reasons for the break both economic and social by filmstrips, newspaper items, etc.
2. The students will understand that there were early attempts at reconciliation and what they were. Question Does compromise solve anything.
3. Students will use readings to complete maps showing how the sides formed.
4. Students will use readings to prepare role-playing of biographical and character information of the personalities.
5. Students will use pictures and slides to complete charts and graphs showing the advantages and disadvantages of both sides.
6. Through a study of art, music, literature of both sides, the students will learn how the culture and opinions of both sides differed.
7. To know through selected readings that even though this was a civil war, there was a degree of foreign involvement.
8. The students will view films in order to discuss Pennsylvania's role in the war. Student artifacts will add to this.
9. Students will be able to take accounts from books and develop an empathy of the life the soldiers endured.

B. Activities

1. Map studies of campaigns, states, etc.
2. Many students contribute materials from private collections from this time period.
3. Have the students write and produce l-act plays from the time.
4. Selected readings on the time period and battle conditions.
5. Have students construct a chart comparing the two sides in the conflict.
6. Do a project with music. Have the students investigate the origins and words of the songs and interpret what they say. Compare this with songs expressing the mood today.

7. Have the students keep a diary as though they were a person involved in the war.
8. Write a newspaper front page from the time period.
9. Have the students develop a project dealing with the strategy of a side or the battles.

C. Evaluation

1. Evaluate completed maps showing the results of their research into battles, strategies, etc.
2. Students produce a 1-act play about events before or during the war.
3. Written evaluations in form of diaries or poems depicting the life of someone involved in the war.
4. Individual research and projects.
5. Written and oral quizzes and a unit test.

D. Resources

Films

1. Civil War Background and Causes (16 min. b/w) Traces economic development of two areas and how the diverging interests affected the politics.
2. Man Without a Country (color 27 min.) From book by same title about Philip Nolan who is sentenced to spend the rest of his life aboard a ship where he shall never hear of the U. S. again.

Filmstrips

1. Various phases of the Civil War	MG -134-144
2. The Man Without a Country	MG-177

Records

1. Sounds of History	M-PR-24
2. A. Lincoln Album by Sandburg	M-PR-31

Student Bibliography

1. Benet, Stephen Vincent. John Brown's Body. New York:Holt, Rinehart and Winston, 1941.
2. Bradbury, Bianca. Underground, The. New York: Ives Washburn, 1966.

3. Coit, Nargaret. Fight for Union. New York: Houghton-Mifflin, 1961.
4. Hunt, Urene. *Across Five Aprils.* Follett, 1964
5. Latham, Frank B. *Abraham Lincoln.* New York: Franklin Watts, 1968
6. Miers, Earl. *Billy Yank and Johnny Reb.* New York: Messner, 1961.
7. Preston, Edward. *Martin Luther King: Fighter for Freedom.* New York: Doubleday, 1968.
8. Werstein, Irving. *Many Faces of the Civil War.* New York: Messner, 1961.
9. Williams, Harry. *Union Sundered.* Morristown, N.J. Silver Burdett, 1963.

Teacher Bibliography

1. Bradford, Ned. *Battles and Leaders of the Civil War.* New York: Appleton-Century, 1960.
2. Catton, Bruce. *This Hallowed Ground.* New York: Doubleday, 1956.

Unit VIII - Reconstruction

A. Objectives

1. Students will learn that new social institutions had to be established by studying and discussing pictures taken after the Civil War.

2. Using charts the students will compare and contrast the various plans for Reconstruction that were suggested.

3. Students, through research, will investigate the changing status of the black man that occurred during this period. Oral reports could include the KKK, Jim Crow Laws, etc.

B. Activities

1. Students drawn political cartoons to compare and contrast attitudes.

2. Debates researched and presented by students on various Reconstruction plans.

3. Research topics: Origin of states' rights
   Solid South
   Voting requirement changes

C. Evaluation

1. Students will show understanding of social issues by drawing cartoons.

2. Oral evaluation through debates on the plans for reconstruction.

3. Individual research and projects.

4. Periodic quizzes and unit test.

D. Resources

Films

1. Civil War and Reconstruction (20 Min.; b/w) Dramatizes the war and the brief period of reform after it.

2. 1877-Today: Freedom Movement (20 Min. b/w) History of Negro's struggle for rights and freedoms.

Filmstrips

1.	Rebuilding the South	MG-129
2.	Art, Literature and Sports 1865-1900	MG-152
3.	The Reconstruction Period	MG-145

Records

1. The Sounds of History M-PR-24

Student Bibliography

1. Armstrong, William. *Sounder.* New York: Harper and Row, 1969
2. Drisko, Carol F. and Toppin, Edgar. *Unfinished March: Reconstruction to World War I.* New York: Doubleday, 1967.
3. Harris, Janet. *The Long Freedom Road.* New York: McGraw-Hill, 1967.
4. Rodman, Bella, *Lions in the Way.* Follett, 1966.
5. Washington, Booker T. *Up From Slavery.* New York: Dodd, Mead, 1951.
6. Wish, Harvey. *Negro Since Emancipation.* Englewood Cliffs, N. J.: Prentice-Hall, 1964.

Teacher Bibliography

1. Bennett, Lerone. *The Human Side of Reconstruction.* Penguin, 1967.
2. Coulter, E. Merton. *South During Reconstruction.* Louisiana State University, 1947.
3. Trelease, Allen. *Reconstruction, the Great Experience.* New York: Harper and Row, 1971.
4. Werstein, A. *This Wounded Land.* Delacorte Press, 1968.

Unit IX - Industrialization

A. Objectives

1. Through individual research, students will accumulate knowledge about the inventore and their contributions to society.
2. To learn and understand the society changes that resulted from industrializations.
3. Through charts and graphs, the students will be able to gain an understanding of the immigrant groups and where they settled and the cultural things they contributed.

B. Activities

1. Research project: How does one become a citizen.
2. Have each student become an expert on one invention and then research it to be able to answer questions of other students about it.
3. Have students construct working models of some of the inventions.
4. Have students invent something badly needed today.
5. Have students produce a "You Are There" program about famous happenings such as the first demonstration of an invention.
6. Complete inventor charts about people in this period.
7. Complete charts on growth of industry, cities, population.
8. Do a newspaper article on a new invention.

C. Evaluation

1. Students will have completed working models of inventions.
2. Participation in a play or drama.
3. Ability to complete charts which compare inventions or immigrations.
4. Individual research and projects.
5. Quizzes and a unit test.

D. Resources

Films

1. Andrew Carnegie (b/w; 19 min.) Reviews his life and his growth into a giant in the American steel industry.

2. Thomas Alva Edison (b/w; 26 min.) Traces his life and shows early demonstrations of electricity.

Filmstrips

1.	The Cradle of American Industry	MG-154
2.	Steel and the Nation	MG-158
3.	William Gorgas, George Goethals	MG-160

Filmstrips and Record

1.	Minorities Have Made Us Great	M-FSR-38

Records

1.	First Transcontinental Railroad	M-PR-08
2.	Bell Invents the Telephone	M-PR-12
3.	Sounds of History	M-PR-25

Student Bibliography

1. Arnold, Pauline and White, Percival. *Automation Age.* New York: Holiday House, 1963.

2. Kennedy, John F. *Nation of Immigrants.* New York: Harper and Row, 1964.

3. Selvin, David F. *Eugene Debs*. Lothrop, 1966.

4. Weisberger, Bernard A. and Allan Nevins. *Captains of Industry*. New York: Harper and Row, 1966.

Teacher Bibliography

1. Degler, Carl N. *The Age of the Economic Revolution.* Scott-Foresman, 1967.

2. Hays, Samuel P. *The Response to Industrialization, 1885-1914.* University of Chicago, 1957.

3. Nevins, Allen. *John D. Rockefeller.* New York: Charles Scribner's Sons, 1959

CIVICS

(AMERICAN POLITICAL BEHAVIOR)

GRADE 9

Mr. William Boucek
Mr. Patrick Danahey
Mr. John Russell

Unit I - Political Behavior

A. Objectives

1. Student should be able to define the aspects of political behavior:

   a. Issue
   b. Value conflict
   c. Political influence
   d. Policy decision
   e. Compromise
   f. Government

B. Content

The unit introduces the term political behavior. This term is complex and difficult to define precisely. Therefore, aspects of political behavior are used to clarify the meaning of the term.

C. Activities

1. Teacher:

   a. Have the students read four case studies which illustrate the aspects of political behavior; pages 2-9 in book American Political Behavior. (A P B)

   b. Have students read an explanation of the aspects of political behavior from the textbook, pages 9-17 (A P B)

   c. Have the students read another case study: the Pleasant Valley Case on pages 17-23.

2. Student:

   a. After students read the beginning case studies, let them speculate about the meaning of political behavior.

   b. After students read the explanation of the aspects of political behavior, have them go back to each case study and identify each aspect of political behavior.

   c. Answer the questions on page 23 of APB and discuss in class.

D. Evaluation

1. Have students pick out examples of aspects of political behavior from newspaper stories.

2. Take an objective test where student have to identify definition of aspects of political behavior.

E. Resources

1. American Political Behavior, Book I

2. Froman, Levin A. People and Politics, Pages 1-14, Background reading for teachers

3. Current magazines and newspapers

Unit II - Official Political Decision-Makers

Chapter I - Introduction to the Study of Political Decision-Makers

A. Objectives

1. Students will be able demonstrate their understanding of the widespread impact of government by citing ways in which government affects the daily activities of Americans.

2. Students will analyze the type of government that exists in the United States.

3. Students will be able to compare and contrast the micro and macro approach to the study of politics.

4. Students can identify and provide acceptable definitions of the concepts of role, recruitment and decision making.

5. Students will discriminate between political decision-makers and unofficial political specialists.

B. Content

1. Ways in which the government affects our daily lives.

2. Structure of the U. S. Government

3. What is the macro and micro approach?

4. Definitions of role, recruitment, and decision making.

5. Who are political decision-makers and unofficial political specialists.

C. Activities

1. Teacher Activities

   a. Divide class into groups of 4 and have them think of a way in which the government does not affect their daily lives.

      1. Show transparencies T-25, T-26, T-27, T-28, and T-29.

   b. Have students bring in newspaper articles showing two or more of the generalizations of federalism, checks and balances etc.

   c. Present the case "Crisis at Webster Senior High"

   d. Explain worksheet, "Political Decision-Makers and Unofficial Political Specialists

2. Student Activities

   a. Prepare a list of activities the student believes is not affected by the government.

   b. Read a newspaper and bring to class two or more articles showing the structure of the U. S. Government.

   c. Students will role play the characters in "Crisis at Webster Senior High."

   d. Students will classify 14 positions as to level of government political decision-makers, and unofficial political specialists.

D. Evaluation

1. Class participation - how will students accomplish the tasks in class.

2. Homework assignment - completion and comprehension

3. Objective testing

E. Resources and References

1. Transparencies, overhead, worksheets

2. A. P. B. Book Two, current newspapers

Chapter 2 - The Presidential Role

A. Objectives

1. Students will list ten qualities they believe are important for a President to have.

2. Students will be able to list 3 formal and 10 informal rules affecting the recruitment of a President.

3. Students will analyze the recruitment of 20th century Presidents.

4. Students will be able to explain why only a small number of people are available as presidential candidates in any single election.

5. Students are able to explain orally the ways in which Presidents learn to play their eight roles.

6. Given a list of presidential activities, students can properly classify the activities according to its role.

7. Students will analyze a typical day in the life of a President.
8. Students will identify the factors influencing presidential decision making.

B. Content

1. Desirable qualities of people.
2. Formal and informal rules for recruitment.
3. Background characteristics of 20th century presidents.
4. The presidential role.
5. A typical day in the life of a president.
6. The president as a decision maker; The Cuban Missile Crisis.

C. Activities

1. Teacher Activities
    a. Ask students to list ten qualities he thinks essential for a good President.
        1. Divide class into groups to compare and finalize the ten qualities.
        2. Assign reading "Formal and Informal rules on Presidential Recruitment."
        3. Show transparency T-30.
        4. Assign questions concerning 20th century presidents.
        5. Explain worksheet of presidential roles and activities.
        6. Explain worksheet, "A Typical Day in the life of a President."
        7. Show transparencies T-30 and T-31.
        8. Assign roles to be played in the Cuban Missile Crises.
        9. Show movie.
2. Student Activities
    a. List ten qualities he feels are essential for a good President
        1. Compare the qualities with other students and decide on the ten best.

- b. Read "Formal and Informal Rules on Presidential Recruitment."
- c. Analyze transparency T-30.
- d. Apply the rules for recruitment to 20th century presidents.
- e. Complete worksheet of presidential roles and activities.
- f. Complete worksheet "A Typical Day in the Life of a President".
- g. Analyze transparency T-31.
- h. Play the various roles in the Cuban Missile Crises.

D. Evaluation

1. Class participation - how will students accomplish the tasks in class.
2. Homework assignments - completion & comprehension
3. Objective testing

E. Resources and References

1. Transparencies, overhead, worksheets.
2. Film "Making of a President", projector.
3. A. P. B. Book Two, current newspapers
4. Heller, Francis H. The Presidency: A Modern Perspective
5. Lovell, John P. Foreign Policy in Perspective: Strategy, Adaptation, Decision-Making

Chapter 3 - The Congressional Role

A. Objectives

1. Students will list the formal and informal rules affecting the recruitment of congressman.
2. Students will appraise formal and informal rules of recruitment as to fairness.
3. Students will be able to identify roles of congressmen.
4. Students will identify and explain the formal and informal rules influencing the legislative role.

5. Students will analyze a typical day in the life of a Senator and demonstrate their understanding of the various roles by labeling each activity.

6. Students will be able to identify the main factors that influence congressional decision-making.

7. Students will apply the main factors of objective 6 to the case study, "The 1964 Civil Rights Act".

8. Students will discriminate among four models of congressmen:

trustee, delegate, partisan and politics.

B. Content

1. Formal and informal rules of recruitment.

2. Congressional roles.

3. Formal and informal rules influencing the legislative role.

4. Worksheet, "Typical Day In The Life of a Member of Congress."

5. Factors influencing congressional decision-making.

6. The case study, "The 1964 Civil Rights Act".

7. The four models of congressmen.

C. Activities

1. Teacher Activities

a. Assign readings. Follow readings by showing transparencies T-33, T-34 and T-35.

b. Assign as homework to clip one newspaper article describing an activity of a congressman.

c. Refer student to Table I pg. 91 to list activities following under legislative role.

1. Show transparencies T-36 and T-37

d. Explain worksheet, "A Typical Day in the Life of a Member of Congress".

e. List, as students identify, the main factors influencing decision-making of congressmen.

f. Assign questions on page 121 for homework.

    g. Explain the game "Bottleneck".

2. Student Activities

    a. Read, in class two case studies and speculate about the speculate about the transparencies.

    b. Clip newspaper articles.

    c. List activities, formal and informal rules.

    d. Complete worksheet.

    e. List and identify main factors that influence decision making.

    f. Answer questions on page 121.

    g. Play the game of "Bottleneck".

D. Evaluation

1. Class participation - how will students accomplish the tasks class.

2. Homework assignments - completion and comprehension

3. Objective testing

E. Resources and References

1. Transparencies, overhead, worksheets.

2. A. P. B. Book Two, newspaper articles.

3. Clem Miller Member of The House: Letters of a Congressman

Chapter 4 - The Role of Supreme Court Justices

A. Objectives

1. Students are able to speculate about the significance of Supreme Court decisions.

2. Students can identify at least three ways in which the process of decision-making in the Congress or by the President.

3. Students can distinguish between trial courts and appellate courts.

4. Students can distinguish between criminal and civil cases.

5. Students understand the term adversary system.

6. Students can list and explain five formal and two informal rules influencing decision-making in the Supreme Court.

7. Students will explain the meaning of the term stare decisis.

8. Students will demonstrate their understanding of the influence that social forces have on judicial decision-making.

9. Students will reveal their understanding of the socio-cultural characteristics of Supreme Court justices by writing a paragraph describing a typical justice.

10. Students will be able to explain orally that the "politics" of a candidate is perhaps the most important consideration in the recruitment of a Supreme Court justice.

B. Content

1. Case study: Banning Prayer in the schools.

2. The primary function of the Supreme Court.

3. Rules and procedures affecting judicial decision-making.

4. Stare decisis: Another Judicial Norm

5. Cases: Plessy v. Ferguson and Braun v. Board of Education.

6. Charts describing the "typical" Supreme Court Justice.

7. Case studies: Abe Fortas and Horace Lurton

C. Activities

1. Teacher Activities

   a. Assign reading concerning the Murray Case.

   b. Ask students to bring in newspaper articles concerning current court trials

   c. Write the rules, as the students express them on the board.

   d. Divide class into groups and explain the purpose of the group. After the groups have reached their decision pass out the summary of the Escoliedo Case.

   e. Divide class into groups to discuss the case and their answers to the questions on pg. 160.

   f. Explain what information can be obtained from the charts.

   g. Discuss the case studies.

2. Student Activities

   a. Read case study and speculate about the Supreme Court.

  b. Bring in newspaper article concerning current court trials.

  c. List formal and informal rules affecting decision making.

  d. Work in small group to reach a decision.

  e. Write answers to the questions on page 160, and discuss answers with group.

  f. Look at the charts and express their understanding by writing a paragraph describing a typical Supreme Court Justice.

  g. Answer questions on page 176.

D. Evaluation

  1. Class participation - how well students accomplish the tasks in class.

  2. Homework assignments - complete and comprehension

  3. Objective testing.

E. Resources and References

  1. A. P. B. Book Two, newspaper articles

  2. Danelski, David J. A Supreme Court Justice Is Appointed

  3. Krislov, Samuel, The Supreme Court In The Political Process

Unit III - Unofficial Political Specialists

Chapter I - The Role of Unofficial Political Specialists

A. Objectives

1. Students will be able to identify at least 5 unofficial specialist in their own community.

2. Students will recognize that unofficial specialist strongly influence policy making officials.

3. Students will be able to classify a minimum of 3 things that unofficial political specialists do; such as

   (1) bargaining
   (2) working for the selection of like minded decision-makers or
   (3) developing resources for future bargaining or selection of decision-makers

B. Content

This chapter provides a general introduction to the study of unofficial political specialists.

1. Who are unofficial political specialists?

2. Who becomes an unofficial political specialist?

3. How do unofficial political specialist behave?

C. Activities

1. Teacher - Student

Show students transparency with types of unofficial political specialists. Ask the students to suggest the names of as many local unofficial political specialists as possible to complete the four categories listed on the transparency. Ask leading questions to help students expand their first answers. After the class has filled in the chart, divide the class into teams of 2. Have each student interview one person listed on the transparency. Give each team a sheet with recommended questions to ask. Allow at least one week for interviews. After interviews have been completed, discuss the results.

D. Evaluation

1. Class discussion.
2. Completion of assigned projects.
3. Objective test.

E. Resources

1. Overhead projector
2. Transparencies which are shown in APB, book II
3. American Political Behavior II

Chapter II - Interest Group Representatives

A. Objectives

1. Students will be able to define and identify interest groups.
2. Students will be able recognize the role which interest groups play in our political system.
3. Students will be able to identify the method used by interest groups to influence public policy.
4. Students will be able to identify and list the acceptable fules for operating interest groups.
5. Students will be able to discriminate between legitimate and illigitimate interest groups.

B. Content

Presentation of three types of interest-group representatives who serve as unofficial political specialists.

1. Lesson one: students study about powerful organizations which try to influence legislation, such as A. F. of L. - C. I. O., A.M.A., A.D.A.
2. Lesson two: Tells about a poor Indian boy who has few political resources.
3. Lesson three: Deals with an activisits group which tries to sway public opinion.

C. Activities

1. Teacher - Student

   a. Have students read the story "A Tightly Knit Organization" from APB, pp. 237-240. Carry on a discussion and use the story to illustrate the objectives.

   b. Read the story "The Squeaky Wheel" pp. 241-246 from APB II, pp.]41-246. After reading discuss the relationship between political influence and political resources.

D. Evaluation

1. Have students read the case "The Activists." Have the questions answered at the end of the reading which should demonstrate the students understanding of the objectives stated at the outset of the chapter.

E. Resources

1. American Political Behavior

2. Film: Pressure Groups (EBF) 20 min.

3. Schriftgiesser, Karl, The Lobbyist. For student reading.

Chapter III - Representatives of Mass Media

A. Objectives

1. Students will be able to identify three positions within a newspaper: editor, reporter, syndicated columnist.

2. Students will be able to describe how editors, reporters, and columnists influence public policy.

3. Students will be able to interpret political cartoons.

4. Students will be able to explain how political cartoons influence political behavior.

5. Students will be able to describe the role of television commentators in influencing political behavior.

B. Content

This chapter treats the role of representatives of mass media as unofficial political specialists. Students examine three major groups:

1. newspapermen
2. Political cartoonists
3. television commentators

C. Activities

1. Teacher

   a. Have students read pages 252-267 from APB II.

   b. Have students bring samples of the work of a newspaper editor, reporter, and columnist to class.

   c. Show students a number of cartoons.

   d. Have students answer the question on page 267.

   e. Have students do a worksheet where they analyze the way in which the media presents the news.

2. Student

   a. From the smples of the work of newspapermen, reporters, and columnists, the students will describe the differences they detect among editorials, news reports, and articles by columnists.

   b. As students view cartoons, they are to identify the main characters, what these represent, the issue the cartoon deals with and the cartoonists opinion.

   c. Students are to write out answers to questions concerning television commentators on page 267. (APB)

   d. Do a worksheet which will help them analyze the way the media presents the news. Apply the worksheet to one of the types of media discussed in class.

   e. View movie: *The Whole World is Watching*.

D. Evaluation

1. Read worksheets

2. Give students one editorial, one political cartoon, and a hypothetical news commentary. Ask students questions about each of these which will demonstrate their understanding of this unit.

E. Resources

1. Current newspapers and magazines

2. Movie: *The Whole World is Watching* (NET)

3. Klapper: Joseph J. *The Effects of Mass Communication*. Teacher resource

Chapter IV - Political Party Leader

A. Objectives

1. Students will be able to explain the role of party leaders.
2. Students will be able to explain why people work for political parties.
3. Students will be able to explain the impact of American Party leaders upon ublic policy.

B. Content

1. This chapter clarifies the function of political parties in the American political system.
2. It describes how political parties are organized in the U. S.
3. It explains why people are attracted into full-scale partism activities.

C. Activities

1. Teacher
    a. Have students read pages 289-296; 299-302 from A.P.B. II
    b. After students read section on role of party leaders, have them read case studies on pages 281-289.
    c. Have students review the table from the Wayne County study of party leaders in section D. After studying the table, let students draw generalizations about the motivation of party leaders.
    d. Have students write out the answers to the questions on pages 303.
    e. Movie: Features of American Political Parties
2. Student
    a. From cases studies on pages 281-289, students are to identify examples of roles played by the characters in each case study.
    b. Let students discuss the speculative answers that they made about the motives for being political leaders. Determine which of these hypotheses are confirmed or disconfirmed by the evidence presented in section D.
    c. Students answer questions on pages 303 for homework.
    d. Do worksheet based on movie Features of American Political Parties.

D. Evaluation

1. Class participation
2. Objective tests

E. Resources

1. Soranf, Frank J. Political Parties In The American Systems- For teacher information.
2. Movie: Features of American Political Parties

GEOGRAPHY

GRADE 9

Mrs. Elaine Jay
Mr. Verner Miller
Mr. William Boucek

SUBJECT AREA: Social Studies - Grade 9

COURSE: Geography

COURSE DESCRIPTION:

Geography in an Urban Age is an investigative, multimedia course for high school students which was created by a team of the country's leading geographers. Geography in an Urban Age focuses on a settlement theme: why people live and work where they do and how they adjust to their surroundings.

STUDENT CHARACTERISTICS:

Examples are given below of student characteristics for 9th Grade Geography.

A. Chronological age range

B. Reading Range

C. Mental Age Range

D. I. Q. range

E. Students have some background from Grade 8 American Culture I in study of reconstruction after the Civil War and the growth of cities

F. Socio-economic - political background

1. Rural - Many students come from a rural or sub-rural home life and can directly relate to Unit 2 "Manufacturing and Agriculture." They can supply firsthand accounts of the problems of farming.

2. Urban - Many students come from suburban communities. Their lives are tied in to urban growth and the many problems related to it. They can directly relate to Unit I "Geography of Cities."

G. Motivation Level - Generally, the students need to be challenged, and faced with changing topics to keep them motivated.

Unit I - Geography of Cities

20-27 (45 minute) Class Periods

A. Objectives

1. Anticipate and account for the probable locations and growth of urban places in terms of transportation, pattern of settlement, and physical environment.

2. Account for and anticipate patterns of urban land uses in terms of transportation and the physical habitat by observation during workshop.

3. Anticipate patterns of socio-economic characteristics in urban settings. By observation during workshop.

4. Illustrate (pictures, lecture, film when available) how people have both modified their physical environment and adapted to it.

5. Discuss settlements of different sizes in terms of their trade areas and their pattern of relationships with other settlements.

6. Use theories to (account) for and(anticipate) settlement and land-use patterns.

7. Use data from a variety of sources to make hypotheses and test them.

8. Essay test

B. Content

1. Select settlement sites using hypothetical diagrams.

2. Use aerial photographs and topographic maps to learn about the parts that comprise the city.

3. Study three residential neighborhoods and try to account for observed differences.

4. Discuss 4 diagrams that indicate directions in which cities might grow.

5. Reconstruct city according to supplied information for a given time period.

6. Prepare consumer travel maps showing their own shopping behavior.

7. List special functions of some cities, then match photographs of cities with functions.

C. Activities

1. Teacher Activities

   a. Use transparency masters for the years 1800, 1830, 1860, 1890 and 1910 and draw out (from the students) possible settlement locations.

   b. Introduce the use of stereoscope equipment and topographic maps.

   c. Conduct an open-ended discussion on what is observed and why they decide on the circumstances.

   d. Divide class into groups and circulate among them to avoid any difficulties.

   e. Introduce the "Portsville" project and the use of lego blocks.

   f. Show students how to make consumer maps.

   g. Run through a series of photographs and draw out student responses.

2. Student Activities

   a. Students select preferred settlement sites and give reasons for their choices.

   b. Using topographic maps and stereoscopes, students define the different economic sections of a city.

   c. Students will be working with abstract theories.

   d. Students will gain skill in working in a group and making logical decisions

   e. Students coorelate factual information and express it in physical forms by constructing a city with lego blocks.

   f. Students find the relationships that exist between the sizes of cities and their numbers and spacing.

g. Students discuss how special functions cause irregularities in the spacing of cities.

D. Evaluation

1. A number of objective, preferably multiple-choice questions can be prepared. Possibly I or 2 of the following.

   a. Three settlements of equal size are located on the west coast of Africa. What questions would you ask to obtain information to predict which city will be largest in 1990? You are limited to 5 questions.

   b. Discuss what scientist mean by a theory, its purposes and assumptions.

   c. Suppose a new town is started in 1775, one in 1875, and one in 1975. Discuss the things that would be important in the location of the town in each year.

   d. What things influence the size and shape of a store's trade area?

E. Resources and References

1. Resourses

   a. 15 sets of 7 stereograms

   b. 15 stereo viewers

   c. 4 plastic Modules - 6 map boards
      I land use key card
      3 trays of lego blocks
      2 sheets of perforated plastic
      I plastic fork

   d. Overhead projector

   e. 4 scissors

   f. Grease pencil

   g. Colored pencils

2. Print - non print materials

   a. transparency masters (14)

   b. maps (New Orleans and vicinity
      ("   "   East Quadrangle
      (Spanish Fort Quadrangle

  c. Topographic pamphlets
  d. Data sheets for Chicago

3. Personnel
  a. Student group leaders
  b. Media center - transparencies

4. Facility
  a. Regular classroom

Unit II - Manufacturing and Agriculture

25-31 (45 minute) Class Periods

A. Objectives

1. Students will describe in a general way the distribution of manufacturing in the U. S.

2. Students will identify 5 factors and discuss their influence in the location of manufacturing in both the U. S. and U. S. S. R.

3. Students will discuss the differences that exist between the farmer's and the manufacturer's decision-making processes.

4. Students will discuss the problems of mass hunger and its cure.

5. Students will indicate the kinds of decisions on what to raise and the factors that influence these decisions.

6. Students should compare and contrast between U. S. and U. S. S. R.

B. Content

1. Geographic patterns of manufacturing are observed and commented on.

2. Metfab Locational Game

3. Graphic examples of industrial location

4. Supplementary reading "Hunger"

5. The Game of Farming

C. Activities

1. Teacher Activities

   a. Help students correlate factual information with maps. (lecture, game, and discussion)

   b. Introduce Metfab Game and assign roles to students.

   c. Conduct an open-ended discussion on topics pertaining to manuf

   d. Help students tie-in all the factors and problems that mass hunger brings with it. Draw out solutions from students.

   e. Introduce the Game of Farming

2. Student Activities

   a. Studants associate maps of distributions of various kinds of manufacturing with descriptions of factors that influence the location of these types of industry.

   b. Students examine data on raw materials, labor, potential markets, and shipping costs an attempt to locate a metal-fabricating company.

   c. Students discuss and review factors effecting manufacturing and compare to ideas they have on farming.

   d. Students read about and discuss mass hunger and its attendant problems.

   e. Students simulate farmers in Western Kansas in order to learn the hazards of an occupation that is dependent on biological processess.

D. Evaluation

1. Essay questions

   a. If you received 2 untitled maps, one showing the distribution of manuf. and the other agriculture, how would you be able to tell which map was manuf?
   List as many things as you can that would identify the distribution of manuf.

   b. In what ways would your environment and way of living be different if large-scale manufacturing were not a part of the Am. economy.

   c. When a farmer plans what he will raise next year, in what way will his considerations differ from those of the manufacturer who decides how many tons of steel he will produce in the year to come?

   d. There are said to be 10 million hungry people in the U. S. How can this be the case in the richest country in the world? What can be done about it?

   e. Comparison, contrast, written chart, vocabulary, panel discussion.

E. Resources and References

1. Resources

   a. Transparencies and overlays

   b. Game of farming

    - c. Film projector
    - d. Movie on Hunger
    - e. Wall map of the world
    - f. Overhead projectors
    - g. Colored pencils
    - h. Record Players

2. Print - nonprint materials
    - a. Name tags for students
    - b. Clippings from newspapers and magazines
    - c. Airlines map
    - d. Tracing paper
3. Personnel
    - a. Student group leader
    - b. Media center - transparencies
4. Facility
    - a. Regular Classroom

Unit III - Cultural Geography

20-22 (45 minute) Class Periods

A. Objectives

1. Accept cultural traits different from his own as sensible and functional in light of the total culture of the people involved.
2. Suggest some conditions that encourage the spread of customs and ideas and some that impede it.
3. Discuss the difficulty in determining origins of cultural traits.
4. Describe how ideas change as a result of diffusion.
5. Apply generalizations about cultural diffusion to the study of the spread of any culture trait.
6. Discuss some of the traits of a culture region.
7. Determine the culture traits that would best delimit adjacent culture regions and then draw an appropriate boundary between the regions.
8. Explain how cultures around the world are becoming more alike.

B. Content

1. Different ideas about cattle.
   "What's a Cow to the Nuer?"
2. A lesson from sports.
   football - basketball
3. A lesson from sports- games illus. the spread of ideas.
4. Harpaston-soccer - rugby - football
5. Expansion of Islam
6. Canada: A Regional Question
7. Canada: A Regional Question
8. Culture Change: A trend toward uniformity.

C. Activities

1. Teacher Activities
   a. Using a filmstrip, show students the different uses of cattle through out the world.

b. Organize games that show how ideas may spread or be impeded.

c. Take students to library to research the origin of several sports.

d. Discuss the origin of football and show how it evolved from a Greek game called harpaston to soccer to rugby to finally football.

e. Introduce the Islam religion, give students a general background to its beginning

f. Help students to find factors that help one to find a specific culture region. Use the French vs. British in Canada.

g. Help students to construct maps, that show the factors they have decided on (language, religion, origin) Help them to designate a transition zone and then a boundary line.

h. Show students a filmstrip of cities and have them try to guess if they are American or foreign.

2. Student Activities

a. Students view filmstrip of diff. uses of cattle around the world and discuss these uses in the content of the total cultures involved.

b. Participate in games illustrating the spread of ideas. Read "Origin of the Olympic Games."

c. Students take part in library research and map the information they uncover.

d. Students discuss the origin and evolution of today's football and try to think of other examples.

e. Through, readings, discussion and mapwork students follow and account for the spread of Islam.

f & g. Students read about and discuss 2 adjacent cultures in S.E. Canada, then try to draw a coundary between the two cultures

h. Students view slides of several American and foreign cities. They discuss and account for the similarities and differences they see.

D. Evaluation

1. Essay questions:

   a. Some of the people of East Africa have a practice of inserting a hollow tube into an artery of their cattle and drawing out blood. The cattle are not harmed and the people use the blood as an important part of their diet. What is your opinion of such a practice?

   b. Why is it difficult to determine where such ideas as golf, or baseball or democracy originated?

   c. The French Quarter of New Orleans, the Navajo Indian Reservation in Arizona, and the province of Silesia in Austria would all be called culture regions. What makes any one of them a culture region?

   d. It is said that Osaka and Tokyo look as much like Chicago as St. Louis does. In what ways is this true? Explain

E. Resources and References

1. Resources

   a. Filmstrip projector

   b. Motion picture projector

   c. Film on Canada

   d. Overhead projector

   e. Colored pencils

   f. Grease pencils

   g. World atlas and wall map

2. Print and non-print

   a. Transparencies (9) from unit

   b. Filmstrips
      Cattle (different uses worldwide)
      Cities (western influence over world)

   c. Tablet on how sports spread

   d. 40 world outline maps
   e. Tracing paper (65 sheets)

3. Personnel
   g. A. V. Media

4. Facility
   a. Room with black out blinds

WORLD CULTURES

GRADE 10

Mr. Ronald Dominick
Mr. Michael Fleischauer
Mr. Patrick Lynch
Mrs. Mary Manor
Mr. James Sloan

AMERICAN TEENAGE

AMERICAN TEENAGE

YOUTH UNIT

GENERAL OBJECTIVES

1. American Teenage sub culture is used as an introduction to world cultures.

2. To develop, through discussion, the concepts of stereotyping, frame of reference and enthocentrism.

3. To have students realize that everyone evaluates situations according to pre-conceived notions.

4. To have students realize that within a general group there are sub-groups.

5. To identify the factors which lead to the formation of sub-groups.

6. To have the students understand the five basic social institutions are universal and help shape the attitudes and values of every culture.

YOUTH UNIT

GENERAL METHODS

1. General class discussion.

2. Audio-visual aids: slides, tapes, movies.

3. Role playing through the use of games.

LESSON I

Rationale:

The intended purpose of this first lesson is to have students realize that each individual perceives and evaluates situation according to preconceived notions. These may be stereotypes instilled by various segments of one's society, or they may be a combination of ideas developed from one's experiences. The tabulation of the data and the subsequent construction of a frequency distribution in the Introductory Lesson should indicate that within a given society or segment thereof, individual reactions differ. In examing both the meanings assigned to each slide and the interpretations made, students should come to an understanding of the concept of social institutions and the part these institutions play in the transmission and shaping of a person's perceptions and evaluations of his culture.

Objectives:

1. Students will enumerate the individual and group interpretations made of each slide.

2. Students will discuss stereotyping noting both the distortions it can cause and its usefulness as a tool of classification.

3. Students will identify the five basic social institutions and their general functions.

4. Students will define the concept of institutions and note their universality.

Methods:

Given a slide series, students will analyze each slide for characteristics which cause positive or negative reactions. This side series should be shown without any introduction or comment.

Materials:

1. Slide series Y-I

2. Student data sheet (to record students reaction) Two or three students tabulate the reactions outside of school.

LESSON 2

Rationale:

The dificulty in teaching the concept of culture is due in large measure to two factors: the ab-stract nature of the concept itself and the lack of agreement as to a precise definition of "culture." Even authorities in the same discipline do not agree on an accepted definition.

This lesson is designed to lead the students to the discovery of the complexity of the concept of culture and subsequently to the formation of their own definition. Students should also come to realize that although all peoples have a culture, behavior patterns vary greatly from one culture to another. The concept of ethnocentrism will also be developed in this lesson.

Objectives:

1. Students will develop a definition of "culture."
2. Students will define and cite examples of ethnocentrism."
3. Students will note the universals of all cultures, while being made aware of the differences.

Methods:

This class discussion will lead to the students reacting by identifying the relationship of the five basic institutions to themselves.

Students will write a brief definition of culture. Develop a definition of enthocentrism through example.

Materials:

Transparency Y - II
Transparency Y - III

LESSON 3

Rationale:

Within any cultural area there are groups which vary in many respects from the general culture. The factors and traits that set these cultural sub-groups apart from the general cultural patterns are many and varied. Students should not only be able to identify the sub-cultures in America, but they should also realize that a culture does not necessarily have the same limits or boundaries as the country or region to which it is indigenous (native). Thus, a sub-culture in one cultural area may actually be an extension of the culture patterns of another area.

Students should be able to understand these facts by studying their own sub-culture as an example of how a sub-cultural group functions within the frame of the general culture. By this means, many concepts are introduced which are relative to all sub-cultural groups and which will be more meaningful when viewed within other culutres later in the course. Through a study of the American teenage sub-culture, one should come to realize how the attitudes, values, and behavior of a sub-cultural group can be at the same time different from, and yet compatible with, the accepted behaviors of the general culture.

Objectives:

1. Students will identify the primary sub-cultures in the "American" culture.
2. Students will identify some of the traits that distinguish sub-cultures from the general culture.
3. Students will relate sub-cultural groups in America to the cultures of other regions of the world.
4. Students will examine the sub-culture of teen-agers to identify the factors which shape their values.
5. Students will analyze and investigate the manner in which these values are expressed.

Methods:

Identify sub-cultural groups region, nationality and ethnic background.

Develop the concept that an individual may belong to more than one sub-culture at a time by example.

Lesson 3 continued:

Through discussion show how the same values are expressed in very different ways by sub-cultures.

Students will bring records to class which they feel reflect today's attitudes and values of young people (great care will be made in choosing selections for classroom use. Students who wish to bring in records should be required to write out the lyrics)

Materials:

Transparency Y-IVa
Transparency Y-IV
Transparency Y-V
Records

LESSON 4

Rationale:

This lesson deals with value conflicts. One of the ways one sub-culture can be distinguished from another is through its values. If the values of a group are in great enough opposition to another's a conflict can arise. The so called "Generation Gap" is an example of this type of conflict. The causes and effects of the generation gap will be examined here.

Another type of value conflict can occur within a sub-culture or even just concern a single individual. This happens when a choice must be made between two concepts, both of which are valued but which cannot exist simultaneously in a given situation.

It is important that students realize that each of these situations demands the evaluation of each solution's consequences before a decision should be made.

Objectives:

1. Students will analyze articles and cartoone to determine whether they reflect teen-age attitudes or values or whether they represent the attitudes and values of adults.
2. Students will classify statements as expressing fact or opinion, emotion or thought.
3. Students will compare their sub-culture to that of their parents.
4. Students will examine value conflicts and demonstrate their understanding of them.

Student Materials:

Readings: "Notes For The On-Coming Generation" (Opposite
"Lets Put The Blame Where It Belongs"(points of view)
"What? Americans Hate Kids?"
"Middle Class Sits By And Powerlessly Watches The Agony Of Change"
"The Generation Gap"
"Back To The '50s"
"Generation Gap In Other Countries"
"Like Father--Like Son"
"Editorial Cartoons"
"Value Conflicts In American History"

Lesson 4 continued:

Methods:

Through discussion students should realize that the real basis for the "generation gap" is a disagreement about value priorities have students write a brief paragraph accepting or rejecting this hypothesis: "U. S. teen-agers are spoiled."

Through cartoons students will discuss values and attitudes of teen-agers and adults. Students will be asked to make a list of 10 people that they admire the most. Parents of the same students will be asked to compile a list of 10 people that they admire the most. These two activities will then lead into a discussion of value conflicts.

Materials:

Cartoons
Reaction sheet of parents and students of their most admired people

LESSON 5

The activity in this lesson should prepare students to participate in the role-playing and simulation games found in subsequent units, while illustrating the operation of the decision-making process and the values and attitudes involved.

This lesson also brings out the difficulty in reaching a group concensus.

LESSON 6

Rationale:

Students should realize that cultures are dynamic. Through an examination of the changes that are occurring within their own culture, students should be able to discern some of the forces that bring about change and to perceive the consequences of cultural change-the cause and effect relationship.

Objectives:

1. Students will discuss and criticize the cause and effect factors relative to the changes occuring within our society.
2. Students will develop a list of priorities for social change and identify their personal roles in bringing about these changes.
3. Students will analyze suggested social changes to determine the impact on our society.

Methods:

Through discussion students will discuss against which institutions and values of our culture is the current rebellion aimed, and why these particular institutions and values are attacked and critized.

Discuss what effect does this "cultural rebellion" have on the students right now and what implications does this rebellion have for students as an adult ten or twenty years from now.

Have students prepare a list of priorities for change in our society, also discuss why and how these institutions and values should be changed.

JAPAN

INTRODUCTORY LESSON

Rationale:

In the preceding unit, The American Teen-age Sub-culture, students have been discussing the relationship between culture and themselves. Senator Daniel Inouye and Ann Shinagawa of Hawaii are also Americans, but they have been influenced by the Japanese culture as well. In this introduction to Japan, students will examine the effect both cultures have had on them and will also begin to explore the values of the Japanese people.

Objectives:

1. Students will analyze the autobiography of Senator Inouye to discern the effect his culture has had on him and how he has helped to shape his culture.
2. Students will compare the attitudes and values of Senator Inouye with those of Ann Shinagawa in order to identify any change which has taken place during the past 30 years.
3. Students will identify some of the basic values of the Japanese people.

Materials:

Reading: "Go For Broke"
Tape Recording of Ann Shinagawa

Use "The Nisei" - Go For Broke (Senator Inouye is a Nisei - so film from County Library focuses in on Inouye's problem).

Discussion: Apply the following statement to the life of Senator Inouye: "Your culture affects and shapes you; you affect and help shape your culture."

Apply same statement to life of Ann Shinagawa

LESSON I

Rationale:

Beginning with this lesson, the concept of cultural change will be studied in relation to its impact on the lives of individuals. In order to understand and appreciate the culture of Japan, one must know the ways of the people and how they react to both tradition and change. The web of obligations, the value of "face," and the importance of the family system are basic elements in Japanese culture. The purpose of this lesson is to provide the students with an understanding of traditional Japanese society.

Objectives:

1. Students will analyze the composition and functions of the family in traditional Japanese society.

2. Students will identify the role of the individual and the group in traditional Japanese society.

3. Students will analyze the concept of "face" in Japanese culture to determine how it acts as a form of social control.

4. Students will analyze the traditional concept of "giri."

Materials:

Readings:
"The Traditional Japanese Family System"
"Knowing One's Place"
"The Traditional Japanese Household"
"The Individual and The Group"
"Shame and Self-Respect"

Class Discussion:
Define patriarchal family system - "stem" and "hanch" family.
How does the family system serve as a form of social control?
Compare with the Am erican family system.
What does belong to a group provide for the individual?
Does your family provide these securities?

LESSON 2

Rationale:

In this lesson, emphasis will be placed on the impact cultural change has had on traditional Japanese society. This impact is most apparent in the new values and attitudes of youth. As in other nations throughout the world, these changing values have become a source of conflict between traditionalism and modernism. The generation gap is said to be wider in Japanese society than in any other country. And yet, in Japan, tradition still has a strong in fluence on ways of living.

Objectives:

1. Students will identify the attitudes of Japanese youth towards tradition and custom.
2. Students will analyze the attitudes of Japanese youth in order to determine the values they consider important today.
3. Students will compare and contrast the problem of the generation gap in both Japan and the United States.
4. Students will identify the changing roles of youth and adults in Japanese society and compare them to similar changes in the United States.
5. Students will demonstrate their understanding of traditional and contemporary Japanese values by means of short skits.

Materials:

"Japan's New Generation"
"Vignettes on Attitudes and Values of Japanese Youth"
"Family Life in Japan"
Chart on "Values in Traditional and Contemporary Japanese Society"

Methods of Implementation:

Discuss chart and identify areas of conflict.
Divide class into small groups. Each group will decide on a situation illustrating some facet of either traditional or contemporary Japanese social behavior which they will develop into a skit.
Role Playing - Youth vs. Older Generation

LESSON 3

Rationale:

Economic change - the fundamental factor underlying the change in values and social structure-will be explored in greater depth in this lesson. Emphasis will be placed on understanding the impact of industrialization and urbanization on traditional Japanese society. The insight will enable students to relate economic change to the present-day conflict between traditionalism and modernism. In this way, students will begin to perceive the dynamic process of cultural change in a society.

Objectives:

1. Students will analyze the impact geography has had on Japan.
2. Students will identify the economic changes which have occurred in Japan.
3. Students will discern the impact of industrialization on the traditional values and social structure of Japan.
4. Students will relate economic change to the conflict between traditionalism and modernism.
5. Students will identify the impact of economic change on the individual in Japan.

Materials:

Geography Quiz:-
Geography Studyguide - Japan
Readings: "Social Changes in Japan"
"Awaiting The Explosion"
Slide Series J-I: "Changing Japan"

Methods:

Geography Quiz to predetermine how much your students know about geographic concepts.

Six maps for analysis of geographical features and an understanding of economic problems.

How has economic change had an impact on the individual?

LESSON 4

Rationale:

Economic and cultural change have brought to the leaders of Japan numerous domestic and foreign problems and these show signs of increasing in the coming years. The purpose of this lesson is to identify these problems in terms of their effect on society and propose possible solutions to them.

Objectives:

1. Students will analyze newspaper articles to identify problems confronting the political leaders of Japan today.
2. Students will examine the problems in terms of underlying causes and the needs which they reflect.
3. Students will propose possible solutions to the problems and choose the most promising one.

Materials:

20 Readings: - Economic, Political, Cultural

Methods:

Divide class into groups and assign each a different set of newspaper articles to read. These are not ability groupings. When students have completed this activity, they will report to class on their findings. They should use visual aids whenever possible rather than reading off information.

In presenting their reports students should compare the problems of Japan to those in the U. S. as discussed in the Youth Unit.

LESSON 5

Rationale:

The study of economic change continues in this lesson with an examination of Japan's rapid recovery from defeat in World War II. In reviewing Japan's economy, attention should be focused on the daily lives of the people. The relationship between economic change and the growing affluence in Japanese society is basic to any study of this country's culture. If the future projections of economists come true, Japan, by the end of the 20th century, may be the most affluent nation in the world.

Objectives:

1. Students will review the economic transformation of Japan since the end of World War II.
2. Students will compare Japan's GNP and per capita income growth rates with those of other countries.
3. Students will analyze the balance of trade between Japan and the U.S.
4. Students will analyze the impact of economic change on the individual.

Materials:

Readings: "Made In Japan"
"Well It Figures" - or Does It?"
"Constructing and Interpreting Graphs, charts, and Tables."

Graphing Activity

Transparency J - I: "Gross National Product"
J -II: "Per capita Income"
J-III: "U. S. - Japan Trade"

Methods:

Make a list of articles found in your home, "Made In Japan".
What changes did World War II initiate in the Japanese economy in terms of ultimate goals?
Debate or Position Paper - "The free enterprise system of the U. S. is for more efficient than the company-centered system operating in Japan.

"Graphing Activity - Japan" - Student Supplementary Pamphlet students learn to project information graphically, and analyzes statisical information.

Lesson 5 continued

Use Transparencies: - Students study transparencies to understand economic terms - "G.N.P"-"Per Capita Income" "U. S. Japan Trade."

LESSON 6

Rationale:

Economic change has brought various ohter changes to Japenese life. Increased mass production and shorter working hours have made life easier for the people. It has given them more leisure time in which to enjoy themselves, and has increased their contact with and exposure to Western ideas and customs. Although the Japanese have enthusiastically embraced many facets of Westerr culture, they still maintain their ancient art forms. Many of these, such as Haiku, Ikebana, Bonsai, Karate, and Judo are well known in Western cultures. In order to truly appreciate these arts, one must understand the Japanese love of nature, simplicity, and discipline. This lesson on Japanese art forms has been included to provide this understanding. Students should come to realize that art is a form of not only self-expression, but also "national expression," and, thus, a means of understanding how people from various countries live and think.

Objectives:

1. Students will identify Western influence on Japanese leisure activities and on the Japanese language.
2. Students will see examples of and discuss the meaning behind several Japanese forms of art.

Materials:

Slide Series J-II: "Leisure Activities in Japan"
Readings: "Japanese? Easy as "Appuru Pai"
"Episode"
Haiku
"The Talisman"

Methods of Implementation:

Slide Series - J-II: "Leisure Activities in Japan" . Note: Script for slide - Tape Narration.

Class Discussion:

1. How do leisure activities differ from Western forms of relaxation?
2. Has Japanese culture had any effect on American culture? In Pittsburgh?

Have youngsters translate story in which Japanese words have been insected in story. Note adaptation of American (English) words.

Lesson 6 continued

Have students write Haiku - for "bonus points" or extra credit

Additional Activities: - Puppet Shows (Bumraku) - Paintings - Sports (Sumo-) - Foods

LESSON 7

Rationale:

The Japanese people have a history of religious tolerance and have freely adapted the teachings and philosophy of several religions. Unlike the West, religion has not dominated life in Japan and has not been an important source of social control. Although shrines and temples are everywhere in Japan and religious festivals are frequent, Japanese society tends to be more secular than its counterpart in the West.

Objectives:

1. Students will identify and discuss the dominant religions of Japan.
2. Students will discuss the interaction of religious beliefs in Japanese society.
3. Students will discern the position of religion in Japanese society today.

Materials:

Readings: "Religion in Japan"
"The Faiths of Japan"
Discussion Outline of Japanese Religions
Transparency J-IV: "Religions in Japan"

Methods of Implementation:

Discussion of major religions
Importance of religion in the daily life of the Japanese.
How does the concept of religion in Japan differ from the concept of religion in The Western World?
Why has religion (church) been less affected by changes in Japan than have the other social instilations?
Explain how a Japanese can embrace more than one religion at a time.

LESSON 8

Rationale:

In traditional Japan the government was set up on the basis of the Patriarchal family system with the Emperor as the father figure for all the people. The end of World War II and the American occupation brought sweeping changes to the Japanese political system. In this lesson, these changes will be identified and discussed in terms of their completeness and effectiveness.

Objectives:

1. Students will identify the political changes that have occurred in Japan.
2. Students will compare and contrast the governments of Japan, Great Britain, and the United States.
3. Students will analyze the political changes in Japan in terms of their impact on the people.

Materials:

Readings: "Democracy - Japanese Style"
"Japan puts Democracy to the test"

Transparencies: - Japanese, English, U. S. Governmental Structures

Methods:

Use transparencies and have students analyze the English and the U. S. governmental structure.

Use the Japanese transparency and have students note similarities between Japanese - English system; Japanese - American system.

In democracy taking root in Japan? Discuss.

LESSON 9

Rationale:

The concluding lesson of this unit focuses on the "character" of the Japanese people. In previous lessons, students examined various aspects of Japanese culture. Now, by way of summarization, they must sift through all that they have studied to answer the question. "How has the culture of Japan affected and shaped the Japanese people?" Consideration should also be given to the changes being effected by the people in this unique culture. Change in Japenese society has not been radical, but rather a thorough process of adaptation and assimilation of new ideas and methodology.

Objectives:

1. Students will define the terms "selective adaptation" and "assimilation" in terms of the cultural and economic development of Japan.
2. Students will discuss the "character" of the Japanese people.
3. Students will analyze the culture of Japan in terms of how it affects and shapes the Japanese people; and how the Japanese people affect and change their culture.

Materials:

Reading: "What Manner of People Are These Japanese?"

Methods:

Discussion: Explain statement: "Flexibility has been a cornerstone in the development of Japan."

Why is it unlikely that Japan will ever produce a charismatic leader like John F. Kennedy or Martin Luther King?

How are the Japanese people affecting and shaping their culture?

AFRICA

INTRODUCTORY LESSON

Rationale:

The basic theme of this unit is change--change from the traditional to the modern and the resultant problems and conflicts. This concept of change was explored and developed to some extent in the study of Japanese culture in the preceding unit. A comparison of the phenomenon of change and the contributing factors in Japan and Africa is presented in this Introductory Reading.

Objectives:

1. Students will compare and contrast the patterns of change in Japan and Africa.
2. Students will analyze the attitudes of Japanese and African leaders toward their own traditional culture and the changes occurring within it.

Materials:

Reading: "Traditionalism Versus Modernism--Japan and Africa"

LESSON I

Africa--the Dark Continent, has become Africa--the Continent of Change. Thus, a study of contemporary Africa requires a two-step approach, for the imprecise view Americans have of Africa has been compounded by the rapid transition that has occurred in the past decade. First, the misconceptions must be dispelled before an accurate and clear understanding of African cultures can be achieved. Subsequently, once the students have developed a proper perspective, they will be able to identify the changes that are occurring. Then they can begin to perceive the causes and effects of the problems of emerging Africa.

Objectives:

1. Students will identify the misconceptions Americans have regarding Africa and the reasons for these.
2. Students will discern and discuss the impact of change on the people of Africa.
3. Students will identify the problems confronting the emerging African states.
4. Students will research and write a case study of an African nation or do a research paper pertaining to some aspect of Africa.

Materials:

A checklist for students to indicate what they think is applicable to Africa.

A slide series which demonstrates Africa's diversity. Have students compare slides to their responses on the checklist.

Readings pertaining to Africa's variety and her efforts to modernize.

Explanation in writing a term paper or a case study.

LESSON 2

One of the primary purposes of the initial lessons in this unit was to dispel the misconceptions which people have about Africa. Many still refer to Africa as a "country," and think solely in terms of jungles and deserts. In this lesson, students are introduced to the physical and political face of Africa. Rather than memorization of cities, countries, etc., attention will be focused on understanding geographic concepts and the influence geography has had on the lives of the people of Sub-Sahara Africa.

Objective:

1. Students will compare and analyze various materials in order to determine the impact of geography on the nations and the peoples of Sub-Sahara Africa.

Materials:

Reading: "Nations Struggle to Overcome Geography"

Worksheet requiring utilization of maps, atlases, etc.

Available slides, filmstrips, and pictures for comparison.

LESSON 3

Lesson 3 focuses on the problems of obtaining independence and establishing self-government. Emphasis is placed on the causation factors contributing to the independence movement and the relationship between tribalism and establishing self-government in the emerging African states.

Objectives:

1. Students will discern the changes that have occurred in the sovereign status of the African states since World War II.
2. Students will identify the causation factors contributing to the rapid spread of the independence movement in Africa.
3. Student will analyze the problem of tribalism in relation to nationbuilding and identify some of the methods employed to to break down tribalism.

Materials:

Readings: "Why Does Africa Feel Growing Pains?" and "Africa--Changing Continent."

Map showing dates of independence.

Supplementary ideas: reading on Mau Mau and the first page of Uhuru,
County film: "Nkrumah."

LESSON 4

Diversity in the cultural and historical heritage of the African peoples is the primary problem in this lesson. Since it is a natural extension of the previous lesson, tribalism is the first aspect of cultural diversity to be mentioned. After a study of the relationship between the problems of tribalism and political boundaries, the second aspect of cultural and historical diversity, the impact of colonialism, is explored. A third aspect, religious diversification will be dealt with in a later lesson.

Objectives:

1. Students will analyze the role of tribalism in African "society" in order to identify the forces that tend to strengthen and weaken this institution.
2. Students will begin to distinguish between tribalism and nationalism and perceive how tribalism inhibits the development of nationalism.
3. Students will relate tribal diversity to the problem of maintaining political boundaries.
4. Students will distinguish between the African colonial policies of France, Great Britain, and Belgium and will develop and defend a point of view regarding the effectiveness of these policies.
5. Students will discern the impact of colonialism on African cultures.

Materials:

Readings on tribalism and colonialism.

Map showing refugee movements.

Supplemental readings on Biafrian Conflict and aftermath, Zaire's problems, or Masai in Kenya. County films, slides, and filmstrips also usuable.

Debate on the best colonial policy.

LESSON 5

In this lesson the problems related to the conflict between traditionalism and modernism will be explored in greater depth. Emphasis should be placed upon two points: (1.) identifying the similarities that exist between Africa and American youth; and (2.) relating the problems of urbanization and tribalism to the conflict between traditionalism and modernism. The lesson has been expanded to include the increasing movement of Africanization (such as the renaming of rivers) and the rise in racial tensions.

Objectives:

1. Students will identify the subproblems and the causation factors related to the conflict between traditional and modern ways of life.
2. Students will relate this conflict between traditionalism and modernism to the problem of the"generation gap" in American society.
3. Students will discern and analyze the relationship between traditionalism and modernism.
4. Students will learn the motives for Africanization.
5. Students will discern the reasons for racial tensions and estimate their results.

Materials:

Readings including a chart comparing the growth of African and American cities.

Study recent name changes on maps and other forms of Africanization.

Supplemental reading on the Republic of South Africa, Rhodesia, or Uganda. Slide series and filmstrips also available.

LESSON 6

A basic element of African cultures is the social significance of "kinship." In this lesson, the various types of family organization are discussed in order that students will gain an understanding of how the "web of kinship" functions in African society. It is impossible to study in detail all the customs existing throughout this huge continent, but several examples of specific tribal rituals, etc. have been included which show the patterns of social growth and the role of youth in society. Remember, however, that these are only examples and are not meant to describe the whole of African culture.

Objectives:

1. Students will identify the various types of family organization existing in African tribal society.
2. Students will analyze the composition and functions of the family and the tribe in African society.
3. Students will discuss the role of kinship in African society.
4. Students will compare and contrast the family systems in the U.S., Japan, and Sub-Sahara Africa.

Materials:

Readings, especially "Growing Up" (concerns the Masai tribe).

Supplemental reading on the Masai tribe.

Discussion on the advantages and disadvantages of polygyny and monogamy.

Chart comparing family systems--to be completed by students.

LESSON 7

In this lesson emphasis will be placed on cultural and economic change and its impact on the lives of individuals. This impact is most apparent in the new values and attitudes of youth. As in other nations throughout the world, these changing values have become a source of conflict between traditionalism and modernism.

Objectives:

1. Students will identify some of the problems which confront young Africans today.
2. Students will analyze the attitudes of young Africans toward tradition and custom.
3. Students will relate the problems confronting young Africans to the six basic problems identified in preceding lessons.
4. Students will discuss the universality of problems resulting from the conflict between traditionalism and modernism, continuity and change.

Materials:

Readings including "African Lonely Heatts."

Role playing.

Series of slides.

LESSON 8

Tribal religion and ritual have been an intricate part of life in traditional African cultures. Every event of significance in life--birth, coming of age, marriage, becoming a family head, death, war, harvest--had some magico-religious significance and was commemorated by a ritual. Islam and Christianity have made considerable inroads in Africa; however, most converts still cling to some of their tribal beliefs and practices while professing to be Muslem or Christian.

Objectives:

1. Students will list reasons for the existence of religion as a basic social institution in most cultures.
2. Students will discuss animism and the part that it plays in African tribal religions.
3. Students will discern the impact that religion has on life and cultural change in Africa.

Materials:

Readings.

Slide series.

LESSON 9 - (optional lesson)

In this lesson, the problem areas that have been studied are summarized by means of a slide-tape presentation dealing with the future of Africa. Four topics are examined in this presentation: apartheid, nationalism, Pan-Africanism, and economic development.

Objective:

1. Students will form hypotheses as to the future prospects in Africa concerning apartheid, nationalism, Pan-Africanism, and economic development.

Materials:

Slide series.

Reading: "Up From Chaos: Black Africa After 10 years of Freedom."

LESSON 10

Sometimes a culture can be understood better from its art forms than from its material aspects. African arts, music, and literature strongly reflect tribal culture, the conflicts going on today, and a pride of race which the long years of colonialism could not erase. Unlike literature from other areas, the written literature of Africa deals less with fictional fantasy and more with the cultural aspects of real life. Stories and legends passed on by word-of-mouth, on the other hand, are more expansive and as with the mythology of other countries, are based on the experiences and activities of animals, birds, and creatures with human form or characteristics.

It should also be noted that, due to the numerous languages of Africa, most black Africans write in English or French, which may not be their native tongue. This, at times, tends to give the written literature a stilted style or to reduce the vocabulary of these writers, making it more difficult for them to freely express their ideas.

Objectives:

1. Students will discuss the major art forms in African cultures.
2. Students will analyze African art forms in terms of "expressions of cultural values."
3. Students will compare African art forms and values with those of other cultures studied.
4. Students will attempt to trace African influence upon American culture.

Materials:

Readings on music, poems, short stories, and African words as origins of American phrases.

Filmstrip-record set: "African Art and Culture."

Slide set.

Compare African music with American artists, and African styles with Afro-American styles.

Afterword

This unit revolves around the text readings and class discussions; however, there is also a heavy emphasis upon current events. Teachers at their discretion also utilize guest speakers (preferable natives of Africa), role playing, debates, and county films.

LATIN AMERICA

GENERAL OBJECTIVES

1. Students will understand the myths American's hold about Latin America.
2. Students will comprehend the intricacies of relations between Latin America and the United States.
3. Students will analyze and discuss the characteristics of the Latin American "Authoritarian Tradition" in government.
4. Students will analyze the roles of various social groups that make up the Latin-American population.
5. Students will gain an understanding of various Socio-Economic problems confronting Latin-America.
6. Students will discuss the Latin American values brought out in various examples of Literature.

Special Methods Of Instruction Not Specifically Pointed Out In Lessons:

1. Minor role playing activities
2. Mini-Lectures
3. Guest speakers from Latin America
4. Students cook and experience various Latin foods.
5. Readings will be used to stimulate class discussions.
6. Movies from the county film library.

INTRODUCTORY LESSON

Rationale:

Stereotyping has been the subject of discussion in several previous units and is a suitable place to start in this study of Latin America. Even though Latin America borders on the United States, millions of Americans carry around in their minds distorted and incorrect images about our neighbors to the south. It is therefore, appropriate and necessary to recognize and discuss these stereotypes before proceeding with a study of Latin American cultures.

Objectives:

1. Students will discuss the stereotypes and myths believed by many Americans in reference to Latin America.
2. Students will evaluate the learning experiences provided by the "Ambassador Game."
3. Students will analyze the implications of stereotyping and ethnocentrism on United States relations with Latin America.

Materials used to achieve objectives

Reading: "Tinderbox in Latin America"

Methods: Simulation Activity:

Game: "Ambassador Game"

LESSON I

Rationale:

Latin America is not an appendage of the United States, but its geographical proximity makes it an area of vital interest to United States foreign policy. Unfortunately in the past, the United States has played the role of "big brother," and this ethnocentric outlook has caused Latin America to resent the presence of the United States. The purpose of this lesson is to acquaint students with events, past and present, which have led to the situation which the United States and Latin America find themselves facing today.

Objectives:

1. Students will evaluate the foreign policies of the United States, both past and present, toward Latin America.
2. Students will discuss the attitudes of Latin Americans toward the United States.
3. Students will identify the current problems between the United States and Latin America.
4. Students will analyze the contemporary relationship between the United States and Latin America, its historic background and future implications.

Materials used to achieve objectives:

Readings: "Latin America and the U. S.:
How can we improve Hemisphere Relations."

"A Long Look Southward"

LESSON 2

Rationale:

International relations are important to every nation today. But in Latin America, relations between the various nations and internal political conditions get more attention than events elsewhere. Many of the governments are unstable and coups are frequent. In order to fully understand the political scene in Latin America, one must trace the general political developments since the wars of independence in the early 1800's, noting the strong influence of the authoritarian tradition. In this way only, can the present surge of nationalism, numerous dictatorships, plus various political and economic problems be understood.

Objectives:

1. Students will anlayze the characteristics of, and the development of government and politics in Latin America.

2. Students will discuss the "authoritarian tradition" and its implications for Latin American politics.

3. Students will identify the political problems facing Latin America.

4. Students will analyze the changing role of the military in Latin America.

Materials used to achieve objectives:

Readings:

1. "Independence without Democracy: Government and Politics in Latin America"

2. "Latin America: The New Military"

3. "Latin America: The Shrinking Middle"

4. "Center Stage for Chile's Marxist President"

5. "The Politics of Frustration and Fury"

Editorial Cartoons: Students will analyze cartoons to understand stereotyping and the attitudes of Latin American governments.

Transparency: Students will identify the types of government found in Latin America.

LESSON 3

Rationale:

Having examined the political scene in Latin America, students now have a general understanding of the various types of governments in existence and the problems facing them. But a cursory overview isn't enough. In order for students to really understand how a government operates, they must put themselves in the positions of the leaders involved and participate in the decision-making process. In this lesson, students will participate in a simulation run. They will assume the roles of the leaders of a country as they go about setting up a new government.

Objectives:

1. Students will assume the roles of participants in a government decision-making process through a simulation activity.
2. Students will exhibit a heightened awareness of the factors which influence the functioning of both the economy and the government of a country.
3. Students will analyze simulation as a learning experience.

Materials used to achieve objectives:

Simulation Game: "Political Dominoes - Latin America Style."

LESSON 4

Rationale:

Latin America is classified as a "developing" area of the world by leading economists. This is a somewhat misleading statement, for within this immense area can be found the highly mechanized commercial agricultural nation of Argentina, as well as the poverty-stricken subsistence economy of Haiti. It is an area of vast geographic, economic and cultural contrasts. But is is possible to identify several general problem areas common to many Latin American countries. In this lesson on economics, you will discuss such things as geography and how it has hindered the economic development of Latin America, population growth and its affect on economic development, levels of education and their meaning to Latin American progress, etc. This lesson and previous ones will prepare you for participating in "Conflicto," a simulation game incorporated in Lesson 5.

Objectives:

1. Students will analyze existing economic conditions in Latin America through interpretation of various graphic materials.

2. Students will discuss the interrelationships among present-day economic problems and the economic advances being made.

Materials used to achieve objectives:

Reading: "Today's Urgent Problems"

Geography Study Guide: "Latin America"
Students will analyze 5 different maps to both understand geographic concepts and develop map interpretation skills.

Transparencies: "Economic Growth Trends"
"Exports-Per Capita Income"
"Latin America Trade"
"Age Structure"
"Consumer Spending"
"Vicious Circle of Poverty"

LESSON 5

Rationale:

This lesson consists of "Conflicto," an in-depth simulation activity based on the first five lessons. It is on a much more sophisticated and complex level than the simulation game in Lesson 3. Participation in this activity will require students to synthesize their knowledge of political and economic principles and how they apply to Latin America. In "Conflicto," students will experience the decision-making process involved in using a country's resources in order to achieve a stated goal.

Objectives:

1. Students will assume the roles of members of various groups characteristic of Latin American society.
2. Students will participate in a simulated decision-making process in which it will be necessary for them to determine strategies which will further the interests of their group.
3. Students will evaluate the learnings gained from this simulation activity.

Materials used to achieve objectives:

Simulation Game: "Conflicto"

LESSON 6

Rationale:

Latin American culture is a blend of American Indian, European (especially Spanish and Portuguese), African, and Asian lifestyles. There are some authorities who feel that Latin America is the world's best example of the processes of assimilation and acculturation. Therefore, no study of Latin America would be complete without a close examination of the attitudes and values of the people, the role of institutions in its society, and the contributions made by each of the ethnic (cultural) groups. Lessons 6 and 7 deal with these topics.

Objectives:

1. Students will identify the various ethnic (cultural) groups present in Latin American society.
2. Students will discuss the contributions of each ethnic (cultural) group and how they have combined to form a Latin American culture.
3. Students will compare racial attitudes in Latin America with those in the United States.
4. Students will analyze various Latin American values and the functions of the five basic social institutions in Latin American society.
5. Students will compare and contrast Latin American culture and society with that of the United States, Japan, and Africa.

Materials used to achieve objectives:

Readings: "Cultural Groups in Latin America"
"Race Relations in Latin America"
"The Latin American Way of Life"

LESSON 7

Rationale:

The art forms of a country typify its culture and the changes in its cultural patterns. Latin American music and literature express some of the people's deepest emotions. They relate the lifestyle of the people, attack injustice, describe landscapes and animals, and reflect the values of each generation. Much can be learned about a people through a critical analysis of its art forms.

Objectives:

1. Students will discuss the major art forms in Latin American culture.
2. Students will analyze Latin American art forms in terms of "expressions of cultural values."
3. Students will compare Latin American art forms and values with those of the other cultures studied.

Materials used to achieve objectives:

Readings: "The Arts"
"Latin American Poetry"
"Soliloquy of the Individual"
"Poem of Contemporary Days and Love"
"The Tortoise"
"The Third Bank of The River"

MIDDLE EAST

INTRODUCTORY LESSON

Rationale:

There is no precise definition of the Middle East, as most authorities differ on what should be included in this area. Depending upon fram of reference, there are cultural, geographic, and historical definitions of the Middle East, but no two agree completely. In view of this divergence of opinion, the Introductory Lesson discusses the various concepts and definitions, and then identifies that area which this unit will consider as the Middle East.

Objectives:

1. Students will discuss the geographical boundaries of the Middle East as identified by several noted authorities.
2. Students will identify those countries which they feel should be included in a definition of the Middle East.
3. Students will discuss the problems involved in deciding which countries should be included as part of the Middle East.
4. Students will discuss the reasons why it is important to study the Middle East.

(New) Reading - A Muslem Society - A Look Across Cultures

Method:

Reading - What is the Middle East?
Map - Hand-cut ditto of map - define region

Questions -

1. Where is the region?
2. What criteria were used to define it?
3. What things does the region have in common?
   a. geography b. religion c. "Arab" countries d. lang.
4. Why is the region known as a "crossroads" of the world?
   a. unites 3 continents
   b. customarily a mixing ground for peoples
5. Why is the area important today?
   a. oil b. conflict - Arab - Jew c. Russia - U.S.A.
   d. location - geography - Suez Canal, Persian Gulf

LESSON I

Rationale:

The Middle East has always been an area of turmoil, more so today than ever before. Increasing tension between Arabs and Israelis has created a trouble spot for the world community, even more potentially dangerous than the war in Southeast Asia. Arab-Israeli hostility isn't the only problem in the Middle East; other political conflicts are present and are coming to the surface as the struggle continues. This lesson takes a brief look at some of these various conflicts and how they fit into the overall picture.

Objectives:

1. Students will identify the major political conflicts in the middle East.
2. Students will analyze political cartoons from various countries and will compare the views expressed in them.
3. Students will cite the effect divergent frames of reference have had in creating the various conflict situations existing in the Middle East.

Readings:

"Why War Threatens Again in Mid-East"
"Close Up of Mideast Under a Cease Fire"
Political Cartoons
American Newspapers
International Newspapers
Vocabulary
Pan-Arabism
Naturalism
Guerrillas, commandos

Compare and contrast cartoons

Here students make their own cartoons

Discuss cartoons as to frame of reference

Use slides or pictures to show current important leaders in the Mid-East.

LESSON 2

Rationale:

To properly understand the situation as it exists in the Middle East today, a historical perspective is necessary. This lesson will examine the state of Israel: the arguments for its existence; the background of and the problems inherent in its creation; and its progress. Lesson 3 will then present a similar view of the Arab states.

Objectives:

1. Students will trace the historical development of the state of Israel.
2. Students will discuss the Zionist movement and its impact on the world community.
3. Students will analyze the effect of history on the shaping of a national character.
4. Students will examine the immigrant problem in Israel.
5. Students will identify the areas in which Israel has made economic progress.

Readings:

"The Creature of Israel"
"The Rise of Israel"
"Israel: The Promised Land"
"The Other Israel"
"Israel's Achievements"
(new) "Yebuda Lehr Frudo Good Life on Kibbutz"

Terms:

Zionism, diaspora, ghetto
temple, Hebrew, Israeli, Jew
Kibbutz, anti-semitism

Make a list of strong and weak reasons why the Jews should (should not) have Israel.

What events strengthened Zionism?

How has recent (W.W. II) history affected Jews?

Internal problems of Israel - European vs non European

What problems to immigrants have in Israel

Lesson 2 continued

What racial problems does Israel have - compare with U.S. paper

How has the Kibbutz developed?
(Israel Magazine, Vol. I No. II, 1969, pp. 14-28) teacher reading

What are some of the weak and strong points of Israel's development?

Essay - Why has Israel progressed so fast in 20 years?

LESSON 3

Rationale:

Lesson 3 presents the Arab side of the conflict in the Middle East. Beginning with the creation of the Jewish state of Israel and coming up to the situation as it is today, an attempt has been made to point out the strengths and weaknesses of the Arab cause. Such topics as the following will be discussed: the cultural diversity of the Arab World; Arab nationalism; causes of disunity; Nasser's past role in the Middle East.

Objectives:

1. Students will analyze the creation of the state of Israel from the Arab point of view.
2. Students will examine the causes of cultural diversity in the Arab World.
3. Students will discuss Arab nationalism in terms of its political accomplishments and failures.
4. Students will analyze the impact which Nasser had on the Arab World.
5. Students will summarize the strengths and weaknesses of the Arab position in the Middle East.

Readings:

"The Roots of our Crisis in the Middle East"
"The Arab World"
"A View of Arab Nationalism"
"Nothing Works the Way It Should"
"No. 4: The Union of Arab Republics

1. Make a list of all the reasons (weak and strong) why the Arabs deserve Israel. - compare it with the lesson 2 list for similarity and differences.
2. What are the"roots" of the crisis?
3. What role did the U. S. play in Israel?
4. What contributes to Arab diversity in the region?
5. What are the unifying factors of the Arabs?

Lesson 3 continued

Activity:

List of famous Arabs
(The Arab Heritage of Western Civilization, Arab Information Center
N. Y., N. Y.)

Newspaper clippings which are current

Film - Islam - The worlds newest virgin religion
(Allegheny County Films)

Reports - Individual problems form:
The Middle East (pamphlet) Am. Ed. Publication
AEP (Xerox Corporation, 1970)

Reading:

Desmand Stewart, Early Islam N. Y. Time Inc. 1967
"A Muslems' Life pp. 89-98. individual vs. group in an Arab village.
"Saudi-Arabia-Beyond the Sands of Mecca-
National Geographic, Jan. 1966, pp. 26-42.

Posters - Bulletin Board

"The Useful Camel" - free - The Arabian American Oil Company.

Chart - how has the Mid-East in history affected Europe, China, India and acted as a catapult for change?

Role playing - famous Mid-East people Cyrus, Hammurabi, Alexander, Zarothustia.

Additional Readings for Reports

Desmond Stewart, Early Islam, Time Inc. 1967, pp. 61-62, "The Golden Age", pp. 79-86. Philip K. Hilte
The Arabs: A short history, Emil Esen, ed.
Turirish Minature Painting, Rutland, Vermont, Charles E. Tuttle Company, 1960, $2.50 part of Oil Treasures of Asia Series.

LESSON 4

Rationale:

The conflict in the Middle East probably receives as much attention and news coverage as the war in Southeast Asia. In order to understand the manuvering and negotiating which is going on, it is necessary to keep abreast of the following: the basic issues themselves and where each side stands; the Palestinians-refugees and guerrillas; the role of the U.S. and the U.S.S.R. As a prelude to the simulation activity in Lesson 5, this lesson summarizes the current situation in the Middle East.

Objectives:

1. Students will discuss the conflict in the Middle East in light of present-day conditions.
2. Students will examine psychological attitudes and how they affect a conflict situation.
3. Students will analyze the causes and effects of the Palestinian refugee problem.
4. Students will analyze the effect which guerrilla movements are having on the situation in the Middle East.
5. Students will identify the position of the U.S. and the U.S.S.R in the Middle East.

Readings

"The Middle East Conflict: Is a Peaceful Settlement Possible?"
"The Palestinians"
"The Palestinian Commando Movement"
"The Superpowers in The Middle East:

List the major commando groups and their basic philosphy in series of solving the problems in the Mid-East.

Where do they get the money for this?

What effects do their movements have on the Mid-East situation.

Compare and contrast of Russia and U. S. in the Mid-East situation.

Essay - Should the U. S. culture to be pro-Israel in the Mid East?

LESSON 5

Rationale:

This lesson consists of the simulation activity, "The Middle East Crisis." Participation in this activity will require students to use their knowledge of the Middle East and the attitudes of the people to reach a satisfactory solution to the Israeli boundary dispute and the opening of the Suez Canal. Students should call upon previous experiences with simulation materials to resolve the deadlock between Israel and the Arab countries.

Objectives:

1. Students will assume the roles of diplomatic representatives of the various countries or groups.
2. Students will participate in a sinulated decision-making process in which it will be necessary for them to determine strategies which will both further the interests of their group, and arrive at a solution to the problems presented.
3. Students will evaluate the learnings gained from this simulation activity.

Simulation of Mid-East situation

AMERICAN CULTURE

GRADE 11

Miss Carol Berberich
Mr. Alan Sheffer
Mr. Edwin Delune
Mr. Charles DeVenzio
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INTRODUCTION

At this time eleventh grade American culture is a major objective of revision. During the 1973-1974 school year an experimental program involving instruction in the solution of moral dilemmas will be tested and evaluated in the eleventh grade, while work on new semester length courses will continue. Topics under consideration for semester courses include Individual Rights and the Law, A Decade of Change - The 1960's, Twentieth Century American Foreign Policy, Labor Unions and Their Effect on Modern America, and The Great Depression.

With the course in such a transitional stage, the following explanation of eleventh grade American Culture can only be considered a basic outline, subject to much change in the near future. In addition, when reading the outline one should be aware that it assumes that numerous library resources will be available for all units, that each student will read and in some manner report on at least one book related to life in twentieth century America. That liberal use of audio-visual materials and equipment will be made throughout the course, and that independent study programs for capable students will be undertaken at the discretion of the various teachers.

UNIT I - THE FEDERAL CONSTITUTIONAL SYSTEM

A. Objectives

1. To have students list 5 reasons for law and government.
2. At completion of unit students will be able to write a 500 word essay listing their views regarding the necessity of codified laws in society.
3. Students will demonstrate a working knowledge of law by analysing relevant legal questions.
4. Through completion of individual research assignments students will develop and indicate positive attitudes toward our legal system.
5. Through class discussion students will demonstrte positive procedures to effect lawful change in our society.
6. Through involvement in community projects students will demonstrate a recognition of role of the citizen in the community.
7. Through discussion of selected Supreme Court decisions students will demonstrate in class discussions awareness of the concept of equal justice under the Constitution.

B. Content

1. The American Constitution.
2. Questions of law and rights arising in America today.
3. Relevant modern United States Supreme Court decisions.

C. Activities

1. Mock trial.
2. Research in library on student selected topics.
3. Field trip to local courts and countv jail.
4. Informal student reports to class synthesizing research done.
5. Student reaction in writing to simulated problems of conflicts of rights.

D. Evaluation

1. See evaluative techniques at end of objectives.
2. Testing program to include objective and subjective questions with an emphasis on synthesis and analysis type of questions.

E. Resources

1. Pursuit of Justice - text
2. Our Bill of Rights - text
3. Justice and the Law - filmstrip record combination.
4. Mock trial - from Allegheny County Bar Association.
5. Electoral College - transparencies, cassette, and record.
6. United States Government in Action - filmstrip and record.
7. Political Conventions - cassette and record.
8. The Gideon Case - film
   Bill of Rights in Action - film
   Bill of Rights in Action - Freedom of Religion - film
   Bill of Rights in Action - Freedom of Speech - film
   Feiner vs. New York

UNIT II - IMPERIALISM TO ISOLATIONISM, 1898 - WORLD WAR I

A. Objectives

1. Students will match a list of major events of early twentieth century American Foreign policy historical antecedents by reading extensively in historical literature.

2. Through the completion of individual research assignments students will demonstrate their ability to develop working hypotheses concerning Americas new role in world affairs.

3. Students will demonstrate a grasp of the political, social, and economic pressures that affected foreign policy during this period through a round table discussion.

4. Students will be able to list and explain major events of early twentieth century American foreign policy on an objective examination.

B. Content

1. America's growth as a world power in the late nineteenth and early twentieth century.

2. Domestic economic, social, and political events which affected America's world role.

3. Immediate and future results of America's new world role.

C. Activities

1. Students will be encouraged to read appropriate articles available in school library.

2. Student participation in simulation of imperialistic diplomacy by using Power Politics game.

3. Student map construction showing emergence of U. S. as a world power.

4. Students demonstrate awareness of America's emerging role in this period through written and verbal historical analysis.

5. Students engage in World War I simulation allowing them to role play and end the conflict as they wish.

D. Evaluation

(Refer to Unit I)

E. Resources

1. From Imperialism to Isolationism - text
2. The End of Isolation 1890-1920 - readings
3. U. S. Foreign Policy 1890-1910 - filmstrip
4. Discovering American History Unit VIII - readings
5. World War I
6. Power Politics Game
7. World War I simulation game

UNIT III - PROGRESSIVE PERIOD, 1898 - WORLD WAR I

A. Objectives

1. Students will demonstrate through class discussion a basic understanding of The Progressive Movement and an awareness that Progressives may not have effected fundamental changes in American institutions, but rather reformed and slightly modified the evolving political and economic systems.
2. Through medium of formal student debates students will argue the question "Progressive Movement was not a unified systematic reform movement because reformers struck off in various directions".
3. Students will list specific forces that affected the development of the Progressive Movement.
4. Students will be able to identify and explain the role of major characters of the Progressive Movement on an objective examination.

B. Content

1. America's domestic growth and change in the late nineteenth and early twentieth century.
2. Domestic economic, social and political events of the Progressive period which had an effect on American life in the present.

C. Activities

1. Students prepare simulated newspaper front page as result of individual research on which would appear what they believe to be most significant events of a particular year of the Progressive Era.
2. After viewing unnarrated, uncaptioned pictures of day to day life of Progressive Era students will formulate hypotheses about the period which can be tested as unit develops.
3. Students will role play a debate of captains of industry versus Progressive reformers and workers on topics such as working conditions, child labor, progressive taxation, and other basic questions of Progressive period.

D. Evaluation

(Refer to Unit I)

E. Resources

1. The Progressive Movement - text
2. The Progressive Era 1901 - 1932 - record
3. A Nation of Immigrants - filmstrip record
4. America - the Melting Pot - film
5. Theodore Roosevelt - film
6. Woodrow Wilson - film
7. Our Fabulous Century Vol. I and II - picture essays

UNIT IV - SOCIAL AND CULTURAL HISTORY OF THE TWENTIES

A. Objectives

1. Students will demonstrate during class discussion and on essay tests an awareness of the American people; disenchantment with the unfulfilled idealistic expectations of the previous two decades as reflected in the lifestyle of the twenties.

2. Through compilation and oral presentation of individual research assignments each student will share with other students at least one aspect of daily life in America during the Twenties.

3. Students will demonstrate a factual knowledge of events, persons, and ideas of the Twenties by preparing and discussing a list of similarities and differences between the Twenties and the Sixties. This discussion could be in class, on a test, or take place individually with the teacher.

B. Content

1. Domestic economic, social, and political events which helped shape America today.

2. Thinking and lifestyle of ordinary citizens in the Twenties.

C. Activities

1. Students collect and display various items of the Twenties followed by class examination, anaylsis and discussion.

2. Students view silent movies of the Twenties in order to create an awareness of the distinctive conventions of the period.

3. From prepared transparencies of economic statistics and graphs of the Twenties students formulate and test hypotheses of why the Great Crash occurred.

4. Students review the Twenties by analysing quotations of famous persons as to content of message, significance in context of the Twenties and possible effects on future events.

D. Evaluation

(Refer to Unit I)

E. Resources

1. Only Yesterday - text
2. Between Two Wars - text
3. The Aspirin Age - text
4. Prosperity, Panic and Poverty 1920-1939 - readings
5. Henry Ford - film
6. War, Boom and Bust 1917-1932 - record
7. Our Fabulous Century Vol. III. - picture essay
8. I Can Hear It Now 1919-1932 - record

UNIT V - DEPRESSION AND NEW DEAL

A. Objectives

1. Students will be able to list ten New Deal programs which demonstrate how the government adapted to the socio-economic needs of the people in a crisis period.

2. Through class discussion or on essay tests, students will demonstrate tentative individual judgements concerning the responsibility of government with regard to the economic wellbeing of its citizens.

3. Students will formulate a hypothesis on how we can assure all Americans a fair share in the fruits of a prosperous economy - as demonstrated by writing an essay on the topic.

B. Content

1. Domestic economic, social and political events which helped shape America today.

2. Thinking and lifestyle of ordinary citizens in the era of The Great Depression.

C. Activities

1. Students interview individuals who lived through the Depression and share their findings with the class.

2. Students individually analyze political cartoons in order to report orally or on a test the message of the picture and its significance in the context of its publication date.

3. Through research, students create profiles of representative elements of American society existing in the Thirties.

4. Students independently explore life in the Thirties by using materials such as: film strips, pictures, library excerpts, records, and transparencies found in audio-visual kit Ten Years in a Box.

D. Evaluation

(Refer to Unit I)

E. Resources

1. The New Deal - Text
2. The Great Depression - Text
3. Between Two Wars - Text
4. The Aspirin Age - Text
5. New Deal and Global War 1933 - 1945 - record
6. I Can Hear It Now 1919 - 1932 - record
7. Prosperty, Panic and Poverty - 1920-1939 - readings
8. The Great Depression - Study prints
9. 10 Years In A Box - various primary documents from the depression
10. The Years That Changed The Nation - filmstrip record
11. Herbert Hoover - film
12. F. D. Roosevelt I and II - film
13. The Hundred Dogs - film
14. Focus on 1932 - film
15. Tapes of radio shows and news events from The Thirties and Forties
16. Our Fabulous Century Vol. IV - picture essay

UNIT VI - WORLD WAR II

A. Objectives

1. Through role playing students will demonstrate a knowledge of and ability to critically analyze the wartime and post-war objectives of the major world powers.

2. On an objective examination the student will be able to explain the significance of important wartime persons and events which affected post-war American foreign and domestic policy.

3. On an examination students will list and discuss at least five similarities or differecnes between the American conduct of World War II and the Vietnam conflict.

B. Content

1. Major wartime events.

2. Formation and effect of the United Nations.

C. Learning Activities

1. Students explain significance of wartime relics to the class.

2. Students share interviews with persons who lived through World War II to the class.

3. After viewing a silent, non-captioned filmstrip on the American home front, students discuss and draw conclusions about life in The United States during World War II.

D. Evaluation

(Refer to Unit I)

E. Resources

1. The World at War 1941 - 1945 - readings

2. The American Home Front in World War II - filmstrip

3. Lt. Colonel Paul Egan - AFJROTC instructor

4. Assorted maps and overlays

5. Numerous films on all aspects of World War II (available from and listed in the Allegheny County Film Library Catalogue)

6. Our Fabalous Century Vol. V - picture essay

UNIT VII - POST-WAR AMERICA

A. Objectives

1. In class discussions and tests students will identify similarities and differences and the reasons for them in the attitudes of Americans toward the post-World War II world as compared to that of post-World War I.

2. Using written analyses of current problems, the students will demonstrate the skills of analysis and research needed to formulate rational personal attitudes regarding future foreign and domestic issues confronting America.

3. Given a set of circumstances in contemporary American life, the student will orally demonstrate an abilty to predict what results might be expected in the situation and why.

4. Students will demonstrate a knowledge of people and events important during their lifetimes by explaining the significance of such items on an objective test.

5. Students will demonstrate their knowledge of and ability to analyze major themes in the American past by explaining on an essay test the significance and effect of one economic, one social, and one political issue from 1900 to the present.

B. Content

1. Domestic events of all types from 1945 to the present.

2. Foreign events which had a significant effect on Americans from 1945 to the present.

3. Current issues confronting the American public.

4. Matters of importance to citizens of the local community.

C. Learning Activities

1. Classroom debates on current controversial issues.

2. Students develop a media program on topics of relevance to them.

3. Students engage in "brushfire" war simulation - Dangerous Parallel

4. Class periods devoted to examination, explanation, and using items of daily life in the period 1945 - 1960.

5. Students prepare tapes of popular music that reveal the trends of thought on basic problems in post - World War II America.

D. Evaluation

(Refer to Unit I)

E. Resources

1. The Crucial Decade - and After - Text
2. Yesterday, Today and Tomorrow - Text
3. The Cold War - Text
4. Total Global Commitment 1950 - 1970 - readings
5. The Modern Revolution 1950 - 1970 - readings
6. Discovering American History Unit IX - readings
7. I Can Hear it Now 1942 - 1949 - record
8. I Can Hear it Now 1950's - record
9. I Can Hear it Now 1960's - record
10. Numerous films on all aspects of post - World War II America (available from and listed in The Allegheny County Film Library Catalogue)
11. Numerous sound tapes on various topics (see North Allegheny School District Instructional Media Catalogue)
12. Our Fabulous Century Vol. V and VI - picture essays

AMERICAN AP HISTORY

GRADE 11

Mr. Clarence Manor

Unit XV - The United States Emerges as a World Power

A. Learning Objectives

1. To ascertain the basic factors responsible for U.S. expansion and imperialism by 1900.

2. To be aware of how the New Manifest Destiny at the close of the 19th Century differed from that of the 1830's and 1840's.

3. To weigh by the justification of the U.S. going to war with Spain in 1898.

4. To compare and contrast the opposing forces on the role of the U.S. in foreign affairs by 1900 - Imperialist versus Anti-Imperialists.

5. To analyze how our government expanded its authority and jurisdiction in both the western hemisphere and the Far East.

6. To study Point I thru V and the 14th Point of Wilson's 14 Point Program for world peace, considering their applicability then and now.

7. To weigh the reasons for U.S. involvement in World War I.

8. To cite four arguments for and four against U.S. assumption of world leadership with the end of World War I.

9. To debate whether the U.S. grossly blundered in returning to isolationism and ignoring the infant League of Nations.

B. Subject Content

1. The New Manifest Destiny
   Text, 519-529; MKC/. 132-135 (Mahan)

2. Coming of War with Spain
   Bailey, Diplomatic History, 451-464; MKC., 135-141 (Bernabe, McKinley)
   Text, 525-530

   Student Oral Report: William Leuchtenburg, "The Needless War With Spain"

3. The Treaty of Paris : The U.S. Emerges as a World Power
   Text, 531-534; MKC., 141-148 (Root, Bryan)

4. The Open Door: Fact and Fancy
   Text, 534-536; Bailey, Diplomatic History, 479-483

5. Canal Zone Diplomacy
   Text, 555-558; Bailey, Diplomatic History, 486-498

6. Big Stick Diplomacy
   Bailey, Diplomatic History, 499-513; MKC., 158-160 (Tr, Calderon)

7. The U.S. and the Far East: The Open Door Closes
   Bailey, Diplomatic History, 515-528; 531-533

8. Wilson and Moral Diplomacy
   Text, 578-582; Bailey, Diplomatic History, 554-562

9. The Coming of World War I
   Bailey, Diplomatic History, 582-595; MKC., 244-246 (Wilson)

10. Constructing the Peace
    Text, 601-609: Bailey, Diplomatic History, 602-613

11. Struggle Over Ratification
    Text, 609-612; MKC., 252,263; Apt, 274-282

C. Activities

1. Student-dominated class-- wherever appropriate, the class would be under the direction of the student moderator with the instructor serving as a resource person.

2. Individual student oral reports:
   a. The U.S. a Big Bully--"The Colossus of the North" --as viewed by Latin Americans
   b. The U.S. the Benevolent Guardian of the newly independent Latin American nations

3. Write a short paper on the validity of the following statement: "The U.S. extended control over much of the Caribbean between 1897 and 1917, not by annexation, but by establishing protectorates over the republics of that region".

4. For possible panel discussion or general class discussion:
   a. "The Great Danger of the Open Door doctrine lies in the inference that it is something for which the U.S. would or should go to war'
   b. "The U.S. had greater justificiation for declaring war on England than on Germany by 1917".
   c. "Upon Wilson's narrow partisanship may be placed the blame for America's failure to join the League of Nations".
   d. "The U.S. was right in refusing to join the League of Nations".
   e. Considering American Foreign Policy from 1898 through 1919, what mistakes did the U.S. make which, in your opinion, could have been avoided and to what extent did our government in later years profit from these mistakes?

f. Compare the earlier efforts of Jefferson and Madison and the later efforts of Woodrow Wilson to avoid entanglements in European war.

g. "Wars never solve old problems; they merely create new ones". Critically examine this generalization as it applies to World War I.

h. In light of the Spanish-American War and World War I do wars serve any sueful purpose? Is there any logical alternative?

D. Evaluation

1. Through daily discussion of the assignments as shown in the syllabus (one of our cardinal AP requirements is that all students contribute to the daily classroom oral discussions)

2. Daily each student submits three thought-provoking questions at the outset of the class--on occasion these may be used as a basis for discussion.

3. Via of debates on topics as listed above.

4. Periodic exams as noted in the syllabus the format of which is patterned after the national AP exam administered by the CEEB (one-fourth of time and weight on objective; the remaining three-fourths of time and weight on the subjective area)

E. Resources and References

1. Blum, Catton, Morgan et.al., The National Experience

2. Thomas A. Baily, Diplomatic History of the American People

3. Meyer, Kern and Caweiti, Sources of the American Republic (Vol.II)

4. Richard Hofstadter, American Political Tradition (paperback)

5. John Garraty, Historical Viewpoints (paperback)

6. C.D. Dublin, America's Rise to World Power, 1898-1954

7. F.B. Friedel, The Splendid Little War

8. American Heritage Series:
   a. "American Policy before Entering World War I" Feb., 1955 p. 80.
   b. "Peace Conference After World War I". June, 1958, P.66,68-85.

9. George Kennan, American Diplomacy, 1900-1950

10. "Woodrow Wilson and World War I: The Search for An Alternative" in Eames and Martin, Case Study in American History

EUROPEAN AP HISTORY

GRADE 12

Mr. Donald R. Vandergrift

SUBJECT AREA; Social Studies - Grade 12

COURSE: European History Advanced Placement

COURSE DESCRIPTION:

This is an Honor Course for selected eligible students. This college preparatory course gives an in-depth study of the major forces at work in American history. Much reading, discussion and evaluation is required.

STUDENT CHARACTERISTICS:

This course, European History, is designed to accommodate the advanced student in the 12th year, who has special interests in Europe's place in world affairs, past and present. Skills necessary for success are: The ability to read extensively, to research special related assignments, to present research materials to the group, and to grasp the political, social and economic pressures within European Society. The course is designed for the college-bound student, and students must go through a selection process to be admitted to the course. Students interested in pre-law, history, or political science should be concerned.

Unit I - The Later Middle Ages
(10 class periods)

A. Learning Objectives

1. In an essay of no more than 200 words, students will be able to define accurately the major task of the historian.

2. After reading the assignment, the student will be able to construct a study chart/time line of European history from 1100 A.D. until 1300 A.D.

3. Given an outline map of Eruope and any reference of the learners' choice, the student will be able to examine the geographical backgrounds of Europe by locating:
    a. Major mountain ranges
    b. Areas with resources for development industrially
    c. Areas with no natural boundaries

4. After reading the assignment and at least nine days of discussion, the student will demonstrate knowledge and comprehension by passing an objective and essay test by scoring 60% or more.

B. Content

1. What is a historian?

2. Germany and England in the Twelfth Century.

3. The Twelfth Century Renaissance.

4. Major town and industry.

5. The church

6. The rise of the secular state

7. Life in the Thirteenth Century

8. The transitional years after 1300

9. Political authority in the Later Middle Ages

C. Student Activities

1. The student will read assignments for each days work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. The student will write a brief essay (no more than two hundred words) on the following subject· What is the major task of the historian?

4. The student will prepare a study chart/time line of European history from 1100 A.D. to 1300 A.D.

5. The student will prepare a map on the geographical backgrounds of European history.

6. The student will write a parctice essay test in class.

7. The student will participate in class discussions based upon the readings.

8. The student will take a practice objective test.

D. Teacher Techniques

1. The teacher will grade essays on the basis of good grammar and spelling. Mistakes such as spelling errors or errors in grammar, punctuation, and sentence structure will be pointed out.

2. The teacher will lead class discussion.

3. The teacher will distribute handouts for the study chart/time line.

4. The teacher will present a lecture on how to write a good essay including examples of good and poor essays.

5. Practice essay tests will be graded and returned.

6. Practice objective tests will be graded and returned.

E. Evaluation

1. Practice essay and objective test.

2. Map exercise on the geographical backgrounds of European history.

3. A written essay, what is the major task of the historian?

4. Combination objective and essay test - (25% objective 75% essay)

5. Class discussion, performance in a group, etc.

F. Resources and Reference

1. Instructional resources:

a. Student
(1) Outline forms for study chart/time lines
(2) Outline maps of Europe

b. Teacher
(1) Overhead projector for lecture on how to write a good essay.

2. References:

a. Student - Books
(1) Niccolo Machiavelli, The Prince, Airmont Pub. co.,inc., New York, N. Y. 1965.
(2) Joseph R, Strater, Western Europe in the Middle Ages, Appleton-Century-Crafts, Inc., New York, N.Y. 1955.
(3) Herbert Heaton, Economic History of Europe, Harper & Row, New York N. Y., 1948.
(4) Carl G. Gustavson, A Preface to History, McGraw-Hill Book Co., New York, N. Y. 1955.
(5) Mendenhall, Henning, and Foord, Ideas and institutions in European History: 800-1715,Holt, Rinehart and Winston, New York, N. Y. 1960.
(6) Brinton, Christopher and Wolfe, Modern Civilization, Prentice-Hall Inc., Englewood Cliffs, N.J., 1957.
(7) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Engelwood Cliffs, N. J., 1966.

b. Teacher - Reference Books
(1) Robert S. Hoyt, Europe in the Middle Ages, Harcourt, Brace, and Co., New York, N.Y., 1957.
(2) Suney Painter, The Rise of Feudal Monarchies, Cornell University Press, 1966.
(3) Charles Homer Haskins, The Renaissance of the 12th Century, Meridan Books, New York, N.Y. 1960.
(4) Harry J. Carroll, Jr. and others, The Development of Civilization, Volume I, Scott Foresman and Co., Chicago, Ill., 1970.
(5) Eugen Weber, The Western Tradition, Vol I,D.C. Heath and Co., Boston, Mass 1959.
(6) Eileen Power, Medieval People, University Paper Backs, New York, N. Y. 1966.

c. Teacher - Audio-visual Materials
(1) Overhead transparencies - "Writing an essay examination," Fenton-Wallbank World History Program, Encyclopedia Britannica Films, Inc., 1964.

Unit II - The Renaissance
(11 class periods)

A. Learning Objectives

1. Given any reference of the learner's choice, the student will construct a chart of the Renaissance from 1300-1550 at twenty-five year intervals, listing important names, events, places and persons.

2. After reading The Prince by Machiavelli, the student will be able to write an essay entitled, "What were the chief characteristics of an Italian Ruler according to Machiavelli?"

3. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Machiavelli - Patriot or Political Scientist".

4. After reading the selections on humanism, the student will be able to formulate a definition and credo of humanism.

5. After reading the interpretations of "Modern Historians in the Setton and Winkler volume, students will be able to write a brief essay (two hundred words) entitled, "The Meaning of The Renaissance"

6. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "The Renaissance: Medieval or Modern."

7. Students will demonstrate a knowledge of specific facts by denoting at least 80% of the correct answers in a multiple-choice test.

8. Students will be able to demonstrate a knowledge of interpretations of verbal material by defending positions in an essay examination.

B. Content

1. Introduction of the Renaissance.
2. France, England and Spain.
3. Machiavelli
4. The problem of understanding Machiavelli.
5. The Nature of Humanism - I
6. The Nature of Humanism - II
7. The arts

8. And the artist

9. What was the attitude of the "Men of the Renaissance" toward their own place in history?

10. What do modern historians mean by The Renaissance?

C. Student Activities

1. The student will read assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. The student will construct a chart for the Renaissance including what happened in religion, politics, economic life, literature, and the fine arts in Italy and also the major events taking place outside of Italy. The chart should cover the years 1300 to 1550 at twenty-five year intervals.

4. Students will participate in a student-oriented and student-directed open-forum discussion on the topic: Machiavelli - Patriot or Political Scientist?

5. Students will write a credo and definition of humanism for class.

6. Students will view and listen to a slide lecture on Renaissance painting and architecture.

7. Students will participate in an open-forum discussion on the topic: The Renaissance - Medieval or Modern?

8. Students will be selected, on a rotating basis, to act as class moderator and will lead class discussion at times appointed by the teacher.

D. Teacher Techniques

1. The teacher will lead class discussion.

2. The teacher will evaluate the definition and credo for humanism as presented by the students.

3. The teacher will present a slide lecture to the students on painting and architecture of the Renaissance.

4. The teacher will evaluate and return essays on "The Meaning of The Renaissance."

5. The teacher will evaluate and return the objective and essay tests at the conclusion of the unit.

E. Evaluation

1. A written essay, "The Meaning of The Renaissance."

2. Combination objective and essay test - (40% objective 60% essay)

F. Resources and Reference

1. Instructional resources - Teacher

   a. Slide Projector

   b. Record Player

2. References

   a. Students - Books
      - (1) Brinton, Christopher and Wolfe, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.
      - (2) Herbert Heaton, Economic History of Europe, Harper & Row, New York, N. Y., 1948.
      - (3) Carl G. Gustavson, A Preface to History, McGraw-Hill Book Co., New York, N. Y., 1955.
      - (4) Niccolo Machiavelli, The Prince, Airmont Publ Co., Inc., New York, N. Y., 1965.
      - (5) Kenneth M. Setton & Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall Inc., Englewood Cliffs, N. J., 1966.
      - (6) Mendenhall, Henning, and Foord, Ideas and Institutions in European History: 800-1715, Holt, Rinehart and Winston, New York, N. Y., 1960.
      - (7) The Autobiography of Benvenuto Cellini, Bantam Books, New York, N. Y., 1956.
      - (8) Karl H Dannenfeldt, The Renaissance - Medieval or Modern, D.C. Heath and Co., Boston, Mass., 1965.
      - (9) De Lamar Jensen, Machiavelli - Cynic, Patriot, or Political Scientist?, D. C. Heath and Co., Boston, Mass., 1966.

   b. Teacher - Reference Books
      - (1) Jacob Burckhardt, The Civilization of The Renaissance, Volumes I and II, Harper Torch Books, New York, N. Y., 1965.
      - (2) Wallace K Ferguson, The Renaissance, Holt, Rinehart and Winston, New York, N. Y., 1965.
      - (3) John A. Symonds, Renaissance in Italy, The Modern Library, New York, N. Y., 1955.

(4) William J. Bouwswa, The Interpretation of Renaissance Humanism, Service Center for Teachers of History, Washington D.C., 1959.
(5) James B. Ross and Walt M. McLaughlin, The Portable Renaissance Reader, The Viking Press, New York, N. Y., 1960.
(6) Eugen Weber, The Western Tradition, Vol I, D. C. Heath and Co. Boston, Mass., 1959.
(7) Harry J. Carroll and others, The Development of Civilization; Vol. I. Scott Foresman and Co., Chicago, Ill, 1970.

c. Teacher - Audio-visual Materials
(1) Slides - S-L-42 "Renaissance Thru 17th Century" as listed in the Instructional Media Catalogue, 1972-73
(2) Records - S-PR-262 "From the Renaissance" as listed in the Instructional Media Catalogue, 1972-73.

Unit III - The Reformation
(9 class periods)

A. Learning Objectives

1. Given any references of the learner's choice, the student will write a research paper in which he defends or attacks the following statement: "The Protestant Reformation in Germany was caused by ambitious men whose economic and political aspirations were frustrated by the Roman Catholic Church."

2. After reading the daily assignments, student will be able to construct a chart covering the important events of the years 1375-1600 with regard to the Reformation.

3. Given an outline map of Europe, students will be able to examine and explain the geographical implications of the Renaissance by:
   a. Locating the centers of religious differences
   b. Labelling the cities which played an important role in the Reformation.
   c. Devising a way to show the division of Europe about 1600 into various religious groups

4. Students will be able to evaluate historical interpretation in an open-forum discussion on the topic, "Calvinism - Authoritarian or Democratic?"

5. Students will be able to interpret the ideas of the important leaders of the Reformation by relating these ideas in a role-playing situation.

6. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

7. Students will be able to demonstrate a knowledge of interpretation of verbal material by defending positions, giving examples in an essay examination. - Student feelings about suffering during this period.

B. Content

1. What caused the Reformation?

2. The problem of authority.

3. The varieties of Protestantism.

4. Calvinism: Authoritarian or Democratic?

5. The Catholic Reformation.

C. Student Activities

1. The student will read assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. The student will write a short research paper (five to seven pages) in which he will be asked to attack or defend the following statement: "The Protestant Reformation in Germany was caused by ambitious men whose economic and political aspirations were frustrated by the Roman Catholic Church". Students will spend several days in the library to do research.

4. Students will construct a chart similar to that completed for the Renaissance. Covering the years 1375-1600, columns in the chart would be labelled: Germany, Switzerland, England, Spain, France, and others. The chart should include names, events, places and persons important in the development of the Reformation.

5. The student will prepare a map showing geography and its influence on the Reformation.

6. Students will participate in a student-oriented and student-directed open-forum discussion on the topic: Calvinism - Authoritarian or Democratic?

7. Students will engage in a role-playing exercise concerning the leaders of the Reformation. All students will attend the "Reformation Roundtable" in which such individuals as Martin Luther, Erasmus, John Calvin, Ignatius Loyola, Pope Paul III, and other will be "role-played" to comment on important issues of the Reformation.

8. Student moderators will continue to lead discussion on a rotating basis, on days assigned by the teacher.

D. Teacher Techniques

1. The teacher will lead class discussion.

2. The teacher will explain and lecture on the basic parts of a good research paper.

3. The teacher will evaluate and return research papers on the basis of good grammar, punctuation, spelling along with content.

4. The teacher will evaluate and return the objective and essay tests at the conclusion of the unit.

E. Evaluation

1. A research paper on the causes of the Protestant Reformation

2. Combination objective and essay test (25% objective - 75% essay)

F. Resources and Reference

1. Instructional Resources - Teacher
   a. Video tape recorder for Reformation Roundtable
   b. Blank reel of video tape

2. References

   a. Students - Books
      (1) Mendenhall, Henning and Foord, Ideas and Institutions in European History; 800-1715, Holt, Rinehart and Winston, New York, N. Y., 1960.
      (2) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Engelwood Cliffs, N. J., 1966.
      (3) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.
      (4) Carl G. Gustavson, A Preface to History, McGraw-Hill Book Co., New York, N. Y., 1965.
      (5) George L. Mosse, Calvinism - Authoritarian or Democratic? Holt, Rinehard and Winston, New York, N. Y., 1957.

   b. Teacher - Reference Books
      (1) Roland Painton, The Age of Reformation, D. Van Nostrand Co., Inc., New York, N. Y., 1956.
      (2) Johann Huizinga, Erasmus and the Age of Reformation, Harper Torch Books, New York, N.Y., 1957.
      (3) Sir Maurice Powicke, The Reformation in England, Oxford Universtiy Press, London, Great Britain, 1965.
      (4) Roland H. Painton, The Reformation of the Sixteenth Century, The Beacon Press, Boston, Mass, 1965
      (5) Raymond P. Stearns, Pageant of Europe, Harcourt, Brace and World, Inc., New York, N.Y., 1961.
      (6) Eugen Weber, The Western Tradition, Vol I, D. C. Heath and Co., Boston, Mass., 1959.
      (7) Harry J. Carroll and others, The Development of Civilization, Vol. I, Scott, Foresman and Co., Chicago, Ill., 1970

   c. Teacher - Audio-Visual Materials
      (1) Blank Video Tape Reel

Unit IV - The Emergence of the Modern State in the Sixteenth and Seventeenth Centuries
(12 class periods)

A. Learning Objectives

1. Given an outline map of Europe, the student will be able to label territorial changes created by the treaty of Westphalia in 1648 by:
   a. Labeling and shading changes in territory.
   b. Labeling and denoting by line drawing the progressive weakening of the Habsburg Empire.
   c. Labeling two areas which gained independence by the treaty of Westphalia.

2. After reading the assignment on the Spanish and French Monarchies, the student will be able to construct a chart showing the factors which promoted and the factors which hindered the development of Royal Absolutism in France and Spain.

3. Students will be able to evaluate historical interpretation in an open-forum discussion on the topic: The Thirty Years' War - Religious or Political?

4. On an outline map of the world, students will be able to identify the extent of European expansion by:
   a. Devising a way of showing the extent of the Spanish and Dutch Empires about 1650.
   b. By plotting and labeling trade routes used by the Dutch and Spanish about 1650.

5. Students will be able to evaluate historical interpretation in an open-forum discussion on the topic: The "New Monarchies" and representative assemblies - Medieval constitutionalism or Modern absolutism?

6. Given any reference of the learner's choice, the student will write an essay of not more than two hundred words in which he will define " mercantilism" accurately.

7. Students will be able to evaluate historical interpretation in an open-forum discussion on the topic: The Spanish Conquistadores - men or devils?

8. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

9. Students will be able to demonstrate a knowledge of interpretation of verbal material by defending positions, giving examples, in an essay examination.

B. Content

1. The European state system: The Balance of Power
2. The Thirty Years' War
3. The institutional factor in the historical process.
4. The Spanish and French Monarchies
5. The economic decline of Spain.
6. The rise of the Netherlands
7. The Tudor Monarchy.
8. The nature of European expansion: The Portuguese empire.
9. Mercantilism.
10. The Spanish Colonial Empire: an appraisal of European expansion.
11. The empires of the western European maritime powers.

C. Student Activities

1. The student will read assignments for each day's work according to the syllabus for European history.
2. The student will take detailed notes from the reading assignments.
3. The student will prepare a map study of Europe in 1648 according to details in the syllabus.
4. The student, on an outline map of the world, will prepare a map exercise on the expansion of Europe according to details in the syllabus.
5. Students will participate in a student-oriented and student-directed open-forum discussion on the topic: the thirty years' war - religious or political?
6. Students will construct a chart examining the factors which promoted and hindered the growth of royal absolutism in France and Spain. These factors should be entered in parallel columns on the chart.

7. Students will participate in a student-oriented and student-directed open-forum discussion on the topic: the "New Monarchies" and representative assemblies - medieval constitutionalism or modern absolutism?

8. The student will write a brief essay (no more than two hundred words) on the following subject: mercantilism - a definition.

9. Students will participate in a student-oriented and student-directed opern-forum discussion on the topic: the Spanish conquistadores - men or devils?

D. Teacher Techniques

1. The teacher will lead class discussion.

2. The teacher will evaluate and return the map studies on Europe in 1648 and the expansion of Europe.

3. The teacher will evaluate and return the charts concerning factors which hindered or promoted the growth of royal absolutism in France and Spain.

4. The teacher will evaluate and return essays on "mercantilism - a difinition".

5. The teacher will evaluate and return the objective and essay tests at the conclusion of the unit.

E. Evaluation

1. A map study, "Europe in 1648".

2. A map study, "The expansion of Europe".

3. A chart, "Factors promoting and hindering the growth of royal absolutism in France and Spain."

4. A written essay, "Mercantilism - a definition."

5. Combination objective and essay test (25% objective 75% essay)

F. Resources and References

1. Instructional resources - Teacher - none

2. References

a. Students - Books
(1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
(2) Carl G. Gustavson, A Preface to History, McGraw-Hill

Book Co., New York, N. Y., 1955.

(3) Mendelhall, Henning and Foords, Ideas and Institutions in European History: 800-1715, Holt, Rinehart and Winston New York, N. Y., 1960.

(4) Herbert Heaton, Economic History of Europe, Harper and Row, New York, N. Y., 1948.

(5) Theodore K. Rabb, The Thirty Years' War, D.C. Heath and Co., Boston, Mass., 1965.

(6) Arthur J. Slavin, The "New Monarchies" and Representative Assemblies, D. C. Heath and Co., Boston, Mass., 1964.

(7) John Francis Bannon, The Spanish Conquistadores, Holt, Rinehart and Winston, New York, N.Y., 1966.

b. Teacher - Reterence Books

(1) Harry J. Carroll and others, The Development of Civilization, Book 2, Scott, Foresman and Co., Chicago, Ill.,1970.

(2) Raymond P Stearns, Pageant of Europe, Harcourt, Brace and World, Inc., New York, N.Y.,1961.

(3) Robert Ergang, Europe: From the Renaissance to Waterloo, D. C. Heath and Co., Boston, Mass., 1954.

(4) Norman F. Cantor, Western Civilization its Genesis and Destiny, Book two, Scott, Foresman and Co., Glenview, Ill., 1970.

(5) Bernard and Hodges, Readings in European History, The macmillan Co., New York, N. Y., 1966.

(6) R. R. Palmer, A History of the Modern World, Alfred A. Knopf, New York, N. Y., 1961.

(7) T. Walter Wallbank and others, Civilization Past and Present, Scott, Foresman and Co., Glenview, Ill., 1970.

Unit V. - Europe in the Age of Louis XIV
(15 class periods)

A. Learning Objectives

1. Given an outline map of Europe, students will be able to explain the ierriotorial changes of Europe in the age of Louis XIV by:
    a. Locating the principal boundaries of Europe in 1660
    b. Locating the areas of aggrandizement by France in the year 1700.
    c. Locating the boundaries as established by the treaty of Eutrecht in 1713.
2. After reading the daily assignments, students will be able to construct a chart covering the important events of the years 1660-1715 with regard to France's achievements under Louis XIV.

3. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "The revolution of 1688: Whig Triumph or Palace Revolution"

4. Students will be able to demonstrate a knowledge of interpretation of verbal material by defending positions, giving examples in an essay quiz on France during the reign of Louis XIV.

5. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "The Ottoman Empire - was it the sick man of Europe?"

6. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Peter the Great - Reformer or Revolutionary?"

7. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

8. Students will be able to demonstrate a knowledge of interpretation of verbal material by defending positions giving examples in an essay examination.

B. Content

1. The wars of Louis XIV.

2. France under Louis XIV

3. The absolute monarchy of Louis XIV.

4. International aspects of the reign of Louis XIV.

5. English mercantilism

6. The problem of government in Seventeenth-Century Europe
7. England in Revolution: 1603-1660.
8. The Glorious Revolution of 1688
9. The century of genius.
10. Arts in the century of genius
11. The Ottoman Empire
12. Muscovite Russia
13. Russia in the age of Peter the Great.

C. Student Activities

1. The student will prepare a map comparing Europe before and after the reign of Louis XIV according to the instructions in the syllabus.
2. The students will read the assignments for each day's work according to the syllabus for European history.
3. The student will take detailed notes from the reading assignments.
4. Students will participate in a student-oriented and student-moderated open-forum discussion on the topic: The Revoultion of 1688 - Whig Triumph or Palace Revolution?
5. The student will view and listen to a slide lecture on "The arts in the Century of Genius".
6. Students will participate in a student-oriented and student-moderated open-forum discussion on the topic: The Ottoman Empire-was it the sick man of Europe?
7. Students will prepare a chart listing the improtant events in France under Louis XIV covering the years, 1660-1715.
8. Students will participate in a student-oriented and student-moderated open-forum discussion on the topic: Peter the Great - Reformer or Revoluntionary?

D. Teacher Techniques

1. The teacher will lead class discussion.
2. The teacher will evaluate and return the map studies on Europe in the age of Louis XIV.
3. The teacher will evaluate and return the charts on France during the reign of Louis XIV.

4. The teacher will present a slide lecture to the students on the arts in the age of Louis XIV.

5. The teacher will evaluate and return the objective and essay tests at the conclusion of the unit.

E. Evaluation

1. A map study, "Europe in the age of Louis XIV."

2. A chart, "France during the reign of Louis XIV.

3. Student evaluation of speakers in open-forum discussions:
    a. Revoultion of 1688
    b. The Ottoman Empire
    c. Peter the Great

4. Combination objective and essay test (25% objective 75% essay)

F. Resources and References

1. Instructional resources - Teacher

    a. Slide projector
    b. Record player

2. References

    a. Students - Books
        (1) **Brinton, Christopher and Wolff, Modern Civilization,** Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
        (2) Herbert Heaton, Economic History of Europe, Harper and Row, New York, N. Y., 1948.
        (3) Mendenhall, Henning and Foord, Ideas and Institutions in European History: 800-1715, Holt, Rinehart and Winston, New York, N. Y., 1960.
        (4) L. B. Packard, The Age of Louis XIV, Holt, Rinehart and Winston, New York, N. Y., 1966.
        (5) Robert Heilbrower, The Worldly Philosophers, Simon and Schuster New York, N. Y., 1972.
        (6) Kenneth M. Setton and Harry R. Winkler, Great Problems in European Civilization, Prentice-Hall Inc., Englewood Cliffs, N. J., 1966.
        (7) Mendenhall, Henning, Foord, The Quest for a Principle Authority in Europe, 1715-present, Holt, Rinehart and Winston, New York, N. Y., 1960.
        (8) L.S. Stavriamos, The Ottoman Empire, Holt, Rinehart, and Winston, New York, N. Y., 1966.
        (9) Gerald M. Straka, The Revolution of 1688, D.C. Heath and Co., Boston, Mass., 1963.

(10) Marc Raeff, Peter the Great, D.C. Heath and Co., Boston, Mass., 1966.

b. Teacher - Books

(1) Harry J. Carroll and others, The Development of Civilization, Book 2, Scott, Foresman and Co., Glenview, Ill., 1970.

(2) Raymond P. Stearns, Pageant of Europe, Harcourt, Brace and World, Inc., New York, N. Y., 1961.

(3) Robert Ergang, Europe from the Renaissance to Waterloo, D.C. Heath and Co., Boston, Mass., 1954.

(4) Norman F. Cantor, Western Civilization: Its Genesis and Destiny, Scott, Foresman, and Co., Glenview, Ill., 1970.

(5) Will and Ariel Durant, The Age of Louis XIV, Simon and Schuster, New York, 1963.

(6) E. H. Gombrich, The Story of Art, Phaidos Pub. Inc., New York, N. Y., 1966.

(7) Max Beloff, The Age of Absolutism, 1660-1815, Harper Brothers, New York, N. Y., 1962.

(8) R. R. Palmer, A History of the Modern World, Alfred A. Knopf, New York, N. Y., 1961.

(9) Harry J. Carroll and others, Modern European Civilization, Scott, Foresman and Co., Glenview, Ill., 1963.

c. Teacher - Audio-visual Materials

(1) Slides - S-L-42 "Renaissance thru 17th Century" and S-L-43 "18th -19th Century" as listed in the Instructional Media Catalogue, 1972-73

(2) Records - S-PR-257 "Baroque Era" as listed in the Instructional Media Catalogue, 1972-73.

Unit VI - The Early Eighteenth Century
(13 class periods)

A. Learning Objectives

1. Given any references of the learner's choice, the student will write a brief essay (two hundred words) on "The importance of reason of the Enlightenment"

2. After reading the assignemnts, students will be able to construct a chart including the important thinkers of the Enlightenment and their ideas.

3. Students will be able to interpret the ideas of the important leaders of the Enlightenment by participating in the "Enlightenment Roundtable", a role-playing situation.

4. After reading selected source materials, students will be able to list the major factors necessary for nationalism to exist.

5. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers on a multiple-choice test.

6. Students will be able to demonstrate a knowledge of interpretation of verbal material by defending positions and giving examples in an essay examination.

B. Content

1. The strength of the western powers.

2. War and diplomacy.

3. The Enlightenment.

4. Reason: Deduction or observation and experiment?

5. Religion in the Enlightenment: God and nature.

6. Man in nature and in society.

7. Individual liberty or collective authority: Political ultimates

8. Philosophical Roundtable

9. Russia

10. The culture of the century.

11. Nationalism - Eighteenth Century version

C. Student Activities

1. The student will read the assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. The student will write a brief essay (two hundred words) on the following topic: "The role of reason in the Enlightenment."

4. Students will prepare a chart listing the important thinkers of the Enlightenment and their ideas.

5. Students will make a comprehensive listing of the factors necessary for nationalism to exist and grow.

6. Students will engage in a role- playing exercise concerning the leaders of the enlightenment. All students will attend an "Enlightenment Roundtable" in which such individuals as Voltaire, Montesquien, Condorcet, Diderot, Beccamia, D'Holbach, Dore and others will be "role-played" of the Enlightenment.

7. The student will view and listen to a slide lecture on "the culture of the eighteenth century"

8. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.

D. Teacher Techniques

1. The teacher will lead class discussion.

2. The teacher will evaluate and return essays on "the importance of reason to the Enlightenment."

3. The teacher will evaluate and return student lists of the major factors necessary for nationalism.

4. The teacher will record the verbal comments from the "Enlightenment Roundtable" and replay the tape recording to the class.

5. The teacher will present a slide lecture of the eighteenth century.

6. The teacher will evaluate and return the study charts on the leaders of the enlightenment.

7. The teacher will evaluate and return the objective and essay tests at the conclusion of the unit.

E. Evaluation

1. An essay, "The importance of reason to the Enlightenment."
2. A chart, "Leading thinkers of the Enlightenment."
3. A listing, "Factors responsible for nationalism."
4. Student evaluations of the role-playing "Enlightenment Roundtable."
5. Combination objective and essay test (25% objective 75% essay)

F. Resources and references

1. Instructional materials - Teacher
   - a. Slide projector
   - b. Record player
   - c. Tape recorder (cassette)
2. References
   - a. Students - Books
     - (1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
     - (2) Carl G. Gustavson, A Preface to History, McGraw-Hill Book Co., New York, N. Y., 1955.
     - (3) Mendenhall, Henning, and Foord, The Quest for a Principle of Authority in Europe, 1715-Present, Holt, Rinehart and Winston, New York, N. Y., 1960.
     - (4) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1966.
   - b. Teacher - Reference Books
     - (1) Raymond P. Stearns, Pageant of Europe, Harcourt, Brace and World, New York, N. Y., 1961.
     - (2) Harry J. Carroll and others, The Development of Civilization Book 2, Scott Foresman and Co., Glenview, Ill., 1970.
     - (3) Robert Ergang, Europe from the Renaissance to Waterloo, D.C. Heath and Co., Boston, Mass., 1954.
     - (4) Norman F. Cantor, Western Civilization: its Genesis and Destiny, Scott, Foresman and Co., Glenview, Ill., 1970.
     - (5) E. H. Gombrich, The Story of Art, Phaidon Pub., Inc., New York, N. Y., 1966.
     - (6) R. R. Palmer, A History of the Modern World, Alfred H. Knopf, New York, N. Y., 1961.
     - (7) Thomas Riha, Readings in Russian Civilization, Univ. of Chicago Press, Chicago, Ill., 1964.
     - (8) Stuart Hampshire, The Age of Reason, New American Library, New York, N. Y., 1961.

(9) T. Wallbank, _Civilization Past and Present_, Scott Foresman, and Co., Glenview, Ill., 1965.

(10) Harry J. Carroll, Jr. and others, _Modern European Civilization_, Scott, Foresman and Co., Glenview, Ill., 1963.

c. Teacher - Audio-Visual Materials
   (1) Blank cassette recording tape
   (2) Slides - S-L-43 "18th - 19th Century" as listed in the Instructional Media Catalogue, 1972-73.
   (3) Records - S-PR-257 "Baroque Era" as listed in the Instructional Media Catalogue, 1972-73.

Unit VII - The Revolutions of the Eighteenth Century
(10 class periods)

A. Learning Objectives

1. Given any references of the learner's choice, the student will write a research paper in which he illustrates the role of an individual in history. The choice of individuals is:
    - a. Charles V
    - b. Philip II
    - c. Henry VIII
    - d. Elizabeth I
    - e. James I
    - f. Charles I
    - g. Henry IV
    - h. Louis XIII
    - i. Ivan IV
    - j. Louis XIV
    - k. Oliver Cromwell
    - l. Cardinal Richelieu

2. After reading the pamphlet, *The Background of the French Revolution* by Stanley Idzersa, the student will be able to discuss the following statement: " Governments are not overthrown by the poor, who have no power, but by the rich - when they are insulted by their inferiors, and cannot obtain justice."

3. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic,"The Eighteenth-Century Revolution - French or Western?"

4. After reading a source material, The Napoleonic Catechism, students will be able to select a good evaluation of Napoleon I by citing examples to explain their point of view.

5. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

6. Students will demonstrate a knowledge of interpretations of verbal material by defending positions and giving examples in an essay examination.

B. Content

1. The American Revolution

2. The nature of revolutions.

3. Causes of the French Revolution.

4. The dissolution of the French Monarchy.

5. The first French Republic.

6. The French Revolution - a "good thing"

7. Napoleon and France

8. Napoleon and Europe

9. Romanticism

10. Conservatism and Vienna

C. Student Activities

1. The student will read the assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.

4. The student will write a short research paper (five to seven pages) in which he will be asked to identify the role of an individual in history. A list of historical personages is included in the syllabus.

5. Students will participate in a student-oriented and student-moderated open-forum discussion on the topic: The Eighteenth-Century Revolution - French or Western?

6. The student will view and listen to a slide lecture on "romanticism".

D. Teacher Techniques

1. The teacher will lead class discussions.

2. The teacher will evaluate and return the research papers on the role of individuals.

3. The teacher will present a slide lecture to the students on "romanticism".

4. The teacher will evaluate and return the mid-term examinations (objective and essay) taken at the conclusion of this unit.

E. Evaluation

1. A research paper, "The role of the individual in history"

2. Student evaluation of speakers in the open-forum discussion - The Eighteenth-Century Revolution: French or Western?

3. A mid-term examination (3hours), 2/9 objective (75 questions), 7/9 essay (3 of 9 questions).

F. Resources and References

1. Instructional Materials - Teacher
    - a. Slide projector
    - b. Record player

2. References
    - a. Students - Books
        - (1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
        - (2) Carl G. Gustavson, A Preface to History, McGraw-Hill Book Co., New York, N. Y., 1955.
        - (3) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1966.
        - (4) Mendenhall, Henning, And Foord, The Quest for a Principle of Authority in Europe,1715-Present, Holt, Rinehart, and Winston, New York, N. Y., 1960.
        - (5) L.C.B. Seaman, From Vienna to Versailles, Harper and Row New York, N. Y., 1963.
        - (6) Peter Amann, The Eighteenth-Century Revolution, D.C. Heath and Co., Boston, Mass., 1965.
        - (7) Stanley J. Idzerda, The Background of The French Revolution, Service Center for Teachers of History, Washington, D.C., 1959.

    - b. Teacher - Reference Books
        - (1) Raymond P. Stearns, Pageant of Europe, Harcourt, Brace and World New York, N. Y., 1961.
        - (2) Harry J. Carroll and others, The Development of Civilization, Book 2, Scott, Foresman and Co., Glenview, Ill., 1970.
        - (3) Robert Ergang, Europe from the Renaissance to Waterloo, D.C. Heath and Co., Boston, Mass., 1954.
        - (4) Norman F. Cantor, Western Civilization: its Genesis and Destiny, Scott, Foresman and Co., Glenview, Ill., 1970.
        - (5) E. H. Gombrich, The Story of Art, Phaidon Pub.,Inc., New York, N. Y., 1966.
        - (6) R. R. Palmer, A History of the Modern World, Alfred H. Knopf New York, N. Y., 1961.
        - (7) J. M. Thompson, Robespierre and the French Revolution, Collier Books, New York, N. Y., 1962.
        - (8) Charles George, Revolution, Scott, Foresman and Co., Glenview Ill., 1970.
        - (9) T. Walter Wallbank, Civilization Past and Present Vol II, Sott, Foresman and Co., Glenview, Ill., 1969.
        - (10) Harry T. Carroll and others, Modern European Civilization, Scott, Foresman and Co., Glenview, Ill., 1963.

    - c. Teacher - Audio-visual Materials
        - (1) Slides - S-L-43 "18th - 19th Century" As listed in the Instructional Media Catalogue 1972-73.
        - (2) Records - S-PR- 258 "Romantic Era"

Unit VIII - Metternich and Reaction (12 class periods) Second Semester

A. Learning Objectives

1. After being assigned a specific book for the second semester, students will appraise the author's style, accuracy, and bias in a critical book review. In this unit, critical book reviews will be prepared for the following books:
   a. Priscilla Robertson, Revolutions of 1848, Harper and Row, 1960
   b. Albert Guerard, Napoleon III, Alfred A. Knopf, 1955.
   c. E.E.Y. Hales, Pio Nono, Doubleday and Co, 1962
   d. G.M. Treveltan, Garibaldi and the Thousands, Longmans, Green and Co, 1948.
   e. Denis Mack Smith, Garibaldi, Alfred A. Knopf, 1956.

2. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Metternich - statesman or evil genius?"

3. Given an outline map of Europe, students will be able to explain the changes in terriotory after the revolutions of 1848 by:
   a. Indicating the principal centers of revolution in 1848.
   b. Locating territories which changed hands after wars which grew out of the revolutions of 1848.

4. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "1848 - a turning point?"

5. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Napoleon III - Buffoon or Modern Dictator?"

6. After reading selected assignments, students will be able to discuss the following statement by British historian, G.M. Treveltan, "The Year 1848 was the turning point at which modern history failed to turn from despotism to freedom".

7. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

8. Students will demonstrate a knowledge of interpretation of verbal material by defending positions and giving examples in an essay

B. Content

1. The congress system.

2. The revolutions of the 1820's

3. The revolutions of 1830 and 1848: France

4. 1848 in Europe

5. Years of Crisis: 1848 and 1849
6. Liberalims, Nationalism and Revolution.
7. France: second empire and third republic.
8. The Crimean War.
9. The unification of Italy.
10. Cavour, Napoleon III and Garibaldi.

C. Student Activities

1. The student will read the assignments for each day's work according to the syllabus for European history.
2. The student will take detailed notes from the reading assignment.
3. Student moderators will continue to lead discussion on a rotating basis assigned by the teacher.
4. Students will participate in a student-oriented and student-moderated open-forum discussion on the topics:
    a. Metternich - statesman or evil genius?
    b. 1848 - a turning point?
    c. Napoleon III - Buffoon or modern dictator?
5. Students will listen to a presentation of critical book reviews and participate in a question and answer session concerning the following books:
    a. Priscilla Robertson, Revolutions of 1848.
    b. Albert Guerard, Napoleon III.
    c. E.E.Y. Hales, Pio Nono.
    d. G.M. Treveltan, Garibaldi and the Thousand.
    e. Denis Mack Smith, Garibaldi
6. Students will participate in a discussion on the statement by British historian, G.M. Treveltan: "the year 1848 was the turning point at which modern history failed to turn from despotism to freedom".
7. Students will prepare a map study of Europe in 1848 according to instructions given in class.

D. Teacher Activities

1. The teacher will lead class discussions

2. The teacher will assign books for critical book reviews.

3. The teacher will evaluate and return the map studies of Europe in 1848.

4. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

E. Evaluation

1. Critical book reviews - for presentation, information, accuracy, and depth.

2. Student evaluation of speakers in three open-forum discussions.

3. A map study - Europe in 1848.

4. Combination objective and essay examination (25% objective 75% essay)

F. Resources and References

1. Instructional Materials - Teacher
    - a. Outline maps of Europe
    - b. Second semester syllabus for each student.

2. References
    - a. Students - Books
        - (1) Brinton, Christopher and Wolff, *Modern Civilization*, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1957.
        - (2) L.C.B. Seaman, *From Vienna to Versailles*, Harper & Row New York, N. Y., 1963.
        - (3) Mendenhall, Henning and Foord, *The Quest for a Principle of Authority in Europe, 1715-Present*, Holt, Rinehart & Winston, New York, N. Y., 1960.
        - (4) A.J. May, *The Age of Metternich*, Holt, Rinehart & Winston, New York, N. Y., 1966.
        - (5) Herman Ausubel, *The Making of Modern Europe, Vol II*, Holt, Rinehart, & Winston, New York, N. Y., 1951.
        - (6) Kenneth M. Setton and Henry R. Winkler, *Great Problems in European Civilization*, Prentice-Hall, Inc., Englewood Cliffs, N. J., 1966.
        - (7) Samuel M. Osgood, *Napoleon III*, D.C. Heath & Co., Boston Mass., 1966.
        - (8) Melvin Kranzgerg, *1848*, D.C. Heath & Co., Boston, Mass., 1965.
        - (9) Henry F.Schwarz, *Metternich, The "Coachman of Europe,"*
        - (10) Denis Mack Smith, *Garibaldi*, Alfred A. Knopf, New York, New York, 1956.
        - (11) G. M. Treveltan, *Garibaldi and the Thousand*, Longman, Green and Co., London, U. K., 1948.

(12) E.E.Y. Hales, *Pio Nono*, Doubleday & Co., Inc., Garden City, N. Y., 1962.

(13) Albert Guerard, *Napoleon III*, Alfred A. Knopf, New York, N. Y., 1955.

(14) Priscilla Robertson, *Revolutions of 1848*, Harper & Row, New York, N. Y., 1960.

b. Teacher - Reference Books

(1) Ferdinand Schewill, *A History of Europe*, Harcourt, Brace & World, Inc., New York, N. Y., 1951

(2) Wallace K. Ferguson and Geoffrey Brunn, *A Survey of European Civilization*, Boston, Mass., 1962.

(3) Paul H. Belk and Laurence Lafore, *Modern Europe*, Holt Rinehart & Winston, New York, N. Y., 1961.

(4) Raymond P. Stearns, *Pageant of Europe*, Harcourt, Brace & World, New York, N.Y., 1961.

(5) Harry J. Carroll and others, *The Development of Civilization*, Book 2, Scott, Foresman, & Co., Glenview, Ill., 1970.

(6) Norman F. Cantor, *Western Civilization: Its Genesis and Destiny*, Scott, Foresman & Co., Glenview, Ill., 1970.

(7) R.R. Palmer, *A History of the Modern World*, Alfred A. Knopf, New York, N. Y., 1961.

(8) Charles George, *Revolution*, Scott, Foresman & Co., Glenview, Ill., 1970.

(9) T. Walter Wallbank, *Civilization Past and Present* Vol II, Scott, Foresman & Co., Glenview, Ill., 1963.

Unit IX - Economic and Social Changes in the 19th Century
(12 class periods)

A. Learning Objectives

1. After being assigned a specific book, students will appraise the author's style, accuracy, and bias in a critical book review. In this unit critical book reviews will be prepared for the following books:
    a. Arnold Toynbee, The Industrial Revolution, The Beacon Press, 1961.
    b. T.S. Ashton, The Industrial Revolution, Oxford University Press, 1960.
    c. G.D.H. Cole, A Short History of the British Working-class Movement, George Allen London Ltd., 1960
    d. Philip Magnus, Gladstone, E. P. Dutton & Co., 1960.
    e. Isaiah Berlin, Karl Marx, Oxford University Press, 1960.
    f. André Maurois, Disraeli, Random House, 1955.

2. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "The industrial revolution in Britain-Triumph or disaster?"

3. The student will construct a chart for the industrial revolution including what happened in agriculture, technology, government, capital accumulation, transportation, entrepreneurship, trade, economic thought , condition of the workers, and outside England.

4. After reading selected assignments, students will be able to discuss the following statement concerning the textile industry taking the lead in the industrial revolution: "Necessity is the mother of invention".

5. After reading selected assignments, students will be able to discuss the following statement: "the Utopians were reformers of the heart rather than the head."

6. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

7. Students will demonstrate a knowledge of interpretation of verbal material by defending positions anbd giving examples in an essay examination.

B. Content

1. The agricultural revolution

2. The industrial revolution

3. British Parliamentary reform.
4. Reform thinking in Britain.
5. From Laissez Faire to welfare state.
6. Marx in the setting of 1848.
7. Economic basis of Marxism.
8. Responses of liberalism.
9. The new society.
10. Utopian socialists and others.

C. Student Activities

1. The student will read the assignments for each day's work according to the syllabus for European history.
2. The student will take detailed notes from the reading assignments.
3. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.
4. Students will participate in a student-oriented and student-moderated open-forum discussion on the topic: The industrial revolution in Britain-Triumph or disaster?
5. Students will listen to a presentation of critical book reviews and participate in question and answer sessions concerning the following books:
    a. Arnold Toynbee, The Industrial Revolution.
    b. T.S. Ashton, The Industrial Revolution.
    c. G.D.H. Cole, A Short History of the British Working-class movement.
    d. Philip Magnus, Gladstone.
    e. Isaiah Berlin, Karl Marx.
    f. André Maurois, Disraeli
6. Students will construct a chart on the industrial revolution including happenings in all areas of economic life affecting the industrial revolution.
7. Students will participate in a discussion concerning the importance of the textile industry to the industrial revolution by questioning the following statement: "Necessity is the mother of invention".
8. Students will participate in a discussion concerning the importance of the Utopian socialists by examining the following statement: "The Utopians were reformers of the heart rather than the head."

D. Teacher Activities

1. The teacher will lead class discussion.
2. The teacher will assign books for critical book reviews.
3. The teacher will grade and comment upon the oral presentation of critical book reviews.
4. The teacher will evaluate and return the charts prepared on the industrial revolution.
5. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

E. Evaluation

1. Critical book reviews - for presentation information, accuracy, and depth.
2. Student evaluation of speakers in the open-forum discussion.
3. A chart - the industrial revolution.
4. Combination objective and essay examination (25% objective 75% essay).

F. Resources and References

1. References

   a. Students - Books
      - (1) Brinton, Christopher and Wolff, *Modern Civilization, Prentice-Hall, In., Englewood Cliffs, N.J., 1957.*
      - (2) Herbert Heaton, *Economic History of Europe*, Harper & Row, New York, N.Y., 1948.
      - (3) Carl G. Gustavson, *A Preface to History*, Mcraw-Hill Book Co., New York, N. Y., 1955.
      - (4) Herman Ausubel,, *The Making of Modern Europe*, Vol II, Holt, Rinehart, & Winston, New York, N. Y., 1951.
      - (5) Mendenhall, Henning and Foord, *The Quest for a Principle of Authority in Europe, 1715-Present*, Holt, Rinehard & Winston, New York, N. Y., 1960.
      - (6) Robert L. Heilbroner, *The Worldly Philosophers*, Simon & Schuster, New York, N.Y., 1972.
      - (7) Kenneth M. Setton and Henry R. Winkler, *Great Problems in European Civilization*, Prentice-Hall, Inc., Englewood Cliffs, N. J. 1966.
      - (8) Philip A.M. Taylor, *The Industrial Revolution in Britain*, D.C. Heath & Co., Boston, Mass., 1966.

(9) André Maurois, *Disraeli*, Random House, 1955.

(10) Isaiah Berlin, *Karl Marx*, Oxford University Press, London, U.K., 1960.

(11) Philip Magnus, *Gladstone*, E.P. Dutton & Co., Inc. New York, N. Y., 1960.

(12) G.D.H. Cole, *A Short History of the British Working-class Movements*, George Allen London LTD. London, U.K., 1960.

(13) T.S. Ashton, *The Industrial Revolution*, Oxford University Press, London, U.K. 1960.

(14) Arnold Toynbee, *The Industrial Revolution*, The Beacon Press, Boston, Mass., 1961.

b. Teacher - Reference Books.

(1) Ferdinand Schewill, *A History of Europe*, Harcourt, Brace & World, Inc., New York, N. Y., 1951.

(2) Wallace K. Ferguson and Geoffrey Brunn, *A Survey of European* Civilization, Boston, Mass., 1962.

(3) Paul H. Beik and Laurence Lafore, *Modern Europe*, Holt, Rinehart & Winston, New York,N.Y., 1961.

(4) Norman F. Cantor, *Western Civilization:Its Genesis and Destiny*, Scott, Foresman & Co., Glenview, Ill., 1970.

(5) R.R. Palmer, *A History of the Modern World*, Alfred A. Knopf, New York, N. Y., 1961.

(6) T. Walter Wallbank, *Civilization Past and Present*, Vol II, Scott, Foresman & Co., Glenview, Ill., 1963.

(7) René Albrecht Carrié, *Europe Since 1815*, Harper & Brothers, New York, N. Y., 1962.

(8) Raymond P. Stearns, *Pageant of Europe*, Harcourt, Brace & World, New York, N.Y.,1961.

(9) Harry J. Carroll and others, *The Development of Civilization*, Book 2, Scott, Foresman and Co., Glenview, Ill., 1970.

(10) Karl Marx, *Capital and other Writings*, Random House, New York N.Y., 1959.

(11) Albert Alexander, *Karl Marx*, Franklin Watts, Inc., New York, N.Y., 1969.

Unit X - Central and Eastern Europe
(5 class periods)

Unit XI - The Intellectural Revolution
(7 class periods)

A. Learning Objectives

1. After being assigned a specific book, students will appraise the author's style, accuracy, and bias in a critical book review. In these units, critical book reviews will be prepared for the following books:
   a. Erich Etck, Bismarck and the German Empire, George Allen, London LTD, 1960.
   b. Bernard Pares, Russia, The New American Library, 1960.
   c. Jacques Barzun, Darwin, Marx, Wagner, Doubleday & Co., Inc., 1958.

2. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Otto von Bismarck - a historical assessment".

3. After reading selected assignments, students will be able to discuss the following statement concerning the rise and fall of the Austro-Hungarian Empire: "The policies of the Austro-Hungarian Empire between 1850 and 1914 reflect directly the personal policies of Emperor Franz Joseph."

4. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "Darwinism - reaction or reform?"

5. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a mulitiple-choice test.

6. Students will demonstrate a knowledge of written and verbal material by defending positions and giving examples in an essay examination.

B. Content

1. The unification of Germany.

2. Bismarck and Germany, 1862-1871.

3. The German Empire: domestic policies

4. The Austro-Hungarian Empire.

5. The Russian Empire

6. Marx reinterpreted.

7. The theory of evolution.

8. Social Darwinism.

9. Literature and the Arts in the Victorian Age.

10. New developments in philosophy and psychology.

11. Democracy under attack.

C. Student Activities

1. The student will read the assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.

4. Students will participate in two student-oriented and student-moderated open-forum discussions on the topics:
   a. Otto von Bismarck - a historical assessment.
   b. Darwinism - reaction and reform.

5. Students will listen to a presentation of critical book reviews and participate in question and answer sessions concerning the following books:
   a. Erich Etck, Bismarck and the German Empire.
   b. Bernard Pares, Russia.
   c. Jacques Barzun, Darwin, Marx, Wagner.

6. Students will view and listen to a slide lecture on the French Impressionists.

7. Students will participate in a discussion on the importance of Emperor Franz Joseph to the Austro-Hungarian Empire by considering this statement: " The policies of the Austro-Hungarian Empire between 1850 and 1914 reflect directly the personal policies of Emperor Franz Joseph."

D. Teacher Activities

1. The teacher will lead class discussion.

2. The teacher will assign books for critical book reviews.

3. The teacher will grade and comment upon the oral presentation of critical book reviews.

4. The teacher will present a slide lecture on the French Impressionist painters.

5. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

E. Evaluation

1. Critical book reviews - for presentation, information, accuracy, and depth.

2. Student evaluation of speakers in the open-forum discussions.

3. A combination objective and essay examination (25% objective 75% essay).

F. Resources and References

1. Instructional Resources - Teacher
    - a. Slide Projector
    - b. Record Player

2. References
    - a. Students - Books
        - (1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.
        - (2) Mendenhall, Henning and Foord, The Quest for a Principle of Authority in Europe, 1715-Present, Holt, Rinehart & Winston, New York, N. Y., 1960.
        - (3) Herman Ausubel, The Making of Modern Europe, Vol II, Holt, Rinehart & Winston, New York, N. Y., 1951.
        - (4) L.C.B. Seaman, From Vienna to Versailles, Harper & Row New York, N. Y., 1963
        - (5) Bert James Loewenberg, Darwinism,Holt, Rinehart and Winston, New York, N. Y., 1966.
        - (6) Ralph W. Greenland, Otto von Bismarck,D.C. Heath & Co., Boston, Mass., 1966.
        - (7) Erich Eyck, Bismarck and the German Empire, Gaorge Allen London Ltd., 1960.
        - (8) Bernard Pares, Russia, The New American Libarary, New York, N.Y., 1960.
        - (9) Jacques Barzun, Darwin, Marx, Wagner, Doubleday & Co., 1958 .
    - b. Teacher - Reference Books
        - (1) Ferdinand Schewill, A History of Europe, Harcourt, Brace & World, Inc., New York, N.Y., 1951.
        - (2) Wallace K. Ferguson and Geoffrey Brunn, A Survey of European Civilization, Boston, Mass., 1967.
        - (3) Paul H. Belk and Laurence Lafore, Modern Europe, Holt, Rinehart & Winston, New York, N. Y., 1961.

(4) Norman F. Cantor, Western Civilization: Its Genesis and Destiny, Scott, Foresman & Co., Glenview, Ill., 1970.
(5) R.R. Palmer, A History of the Modern World, Alfred A. Knopf, New York, N. Y., 1961.
(6) T. Walter Wallbank, Civilization Past and Present, Vol.II Scott, Foresman & Co., Glenview, Ill.,1963.
(7) René Albrecht Carrié, Europe since 1815, Harper & Brothers New York, N.Y.,1962.
(8) Raymond P. Stearns, Pageant of Europe, Harcourt, Brace & World, New York, N.Y., 1961.
(9) Harry J. Carroll & others, The Development of Civilization Book 2, Scott, Foresman & Co., Glenview, Ill.,1970.
(10) John Stuart Mill, On Liberty, Oxford University Press, London, U.K., 1960.
(11) H. T. Pledge, Science since 1500, Harper & Brothers, New York, N.Y., 1959.
(12) Herbert Butterfield, The Origins of Modern Science, The Free Press, New York, N.Y., 1966.
(13) Arthur Rosenberg, Imperial Germany, Beacon Press, Boston, Mass., 1967.
(14) Loren Eisley, Darwin's Century,Doubleday & Co., Inc., Garden City, N. Y., 1961.
(15) Gordon A. Craig, Europe 1815-1914, Holt, Rinehart & Winston, New York, N.Y., 1966.
(16) Thomas Riha, Readings in Russian Civilization, Book II University of Chicago Press, Chicago, Ill.,1964.
(17) Warren B. Walsh, Russia and the Soviet Union, The University of Michigan Press, Ann Arbor, Mich., 1958.
(18) Jesse D. Clarkson, A History of Russia, Random House, New York, N. Y., 1969.
(19) Erich Gombrich, The Story of Art, Phaidon Pub.Inc., New York, N.Y., 1966.
(20) Alfred Einstein, Music in the Romantic Era, W.W. Norton & Co., Inc, New York, N.Y., 1947.

c. Teacher - Audio-visual Materials
(1) Slides - S-L-43 -"18th -19th Century".
(2) Records - S-PR-258 - "Romantic Era"

Unit XII - Imperialism
(5 class periods)

Unit XIII - World War I
(5 class periods)

A. Learning Objectives

1. After being assigned a specific book, a student will appraise the author's style, accuracy, and bias in a critical book review. In this unit, a critical book review will be prepared for: Lytton Strachey, Queen Victoria, Harcourt, Brace & Co., 1960.

2. Students will be able to evaluate historical interpretations in an open-forum discussion on the topic, "The new imperialism - analysis of late nineteenth century expansion".

3. Students will be able to appraise various historical interpretations in a class room debate on the following question:" Europe of 1914 has frequently been called a tinder box. Why did the murder of the archduke and the Austrian ultimatum set it afire?"

4. Students should locate the following places on an outline map of Europe to illustrate the changes in European territory after the peace settlements following World War I:
   Locate and Label:
   a. Alsace-Lorraine, Rhineland, Saar, Danzig, Polish Corridor, Brenner Pass, Dodecanese, Corfu, Fiume, Syria, Iraq and Straits
   b. Shade in the Irish Free State and Catalonia.
   c. Locate and label each new country created in Eastern and Central Europe after World War I.

5. Students will be able to interpret historical opinions in an open-forum discussion on the topic, " The outbreak of World War I - who was responsible?"

6. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers on a multiple-choice test.

7. Students will demonstrate a knowledge of interpretation of verbal and written material by defending positions and giving examples in an essay examination.

B. Content.

1. Origins and nature of imperialism.

2. The British Empire

3. The other empires

4. Judging imperialism.

5. The Great Debate: Pros and cons of empire

6. The causes of World War I
7. The outbreak of World War I
8. The approach to peace.
9. The peace settlements.

C. Student Activities

1. The students will read the assignments for each day's work according to the syllabus for European history.
2. The student will take detailed notes from the reading assignments.
3. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.
4. Students will participate in two student-oriented and student-moderated open-forum discussions on the topics:
    a. The "new/imperialism" - analysis of late nineteenth-century expansion.
    b. The outbreak of the first World War - who was responsible?
5. Students will listen to a presentation of a critical book review and participate in a question and answer session concerning the book: Lytton Strachey, Queen Victoria.
6. Students will participate in a classroom debate to attempt to ascertain the causes of World War I by analyzing the following statement: "Europe of 1914 has frequently been called a tinder box. Why did the murder of the archduke and the Austrian ultimatum set it afire?"
7. Students will prepare a map study of Europe in 1919 according to instructions given in class.

D. Teacher Activities

1. The teacher will lead class discussion.
2. The teacher will assign the book for the critical book review.
3. The teacher will evaluate and return the map studies of Europe in 1919.
4. The teacher will evaluate and comment upon the oral presentation of the critical book review.

5. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

E. Evaluation

1. Critical book review - for presentation, information, accuracy and depth
2. Student evaluation of speakers in the open-forum discussion
3. A map study - Europe in 1919
4. Combination objective and essay examination (25% objective 75% essay)

F. Resources and References

1. Instructional materials - Teacher
   a. Outline maps of Europe

2. References
   a. Students - Books:
      (1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, In.c, Englewood Cliffs, N. J., 1957.
      (2) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1966.
      (3) Herman Ausubel, The Making of Modern Europe, Vol: II, Holt, Rinehart, & Winston, New York, N.Y., 1951.
      (4) Mendenhall, Henning and Foords, The Quest for a Principle of Authority in Europe, 1715-Present, Holt, Rinehart, & Winston New York, N.Y., 1960.
      (5) Robert L. Heilbroner, The Worldly Philosophers, Simon and Schuster, New York, N.Y., 1972.
      (6) L.C.B. Seaman, From Vienna to Versailles, Harper & Row, New York, N. Y., 1963.
      (7) Harrison M. Wright, The "New Imperialism", D. C. Heath & Co., Boston, Mass., 1966.
      (8) Dwight E. Lee, The Outbreak of the First World War, D.C. Heath & Co., Boston, Mass., 1966.
      (9) Lytton Strachey, Queen Victoria, Harcourt, Brace & Co., New York, N. Y., 1960.

   b. Teacher - Reference Books
      (1) R. R. Palmer, A History of the Modern World, Alfred A. Knopf, New York, N.Y., 1961.
      (2) T. Walter Wallbank, Civilization past and present, Vol. II Scott, Foresman & Co., Glenview, Ill., 1963.
      (3) René Albrecht Carrié, Europe Since 1815, Harper & Brothers New York, N. Y., 1962.

(4) Norman F. Cantor, Western Civilization: Its Genesis and Destiny, Scott, Foresman and Co., Glenview, Ill., 1970.

(5) Frank P. Chambers, This Age of Conflict, Harcourt, Brace & World, Inc., New York, N. Y., 1962.

(6) Gordon A. Craig, Europe Since 1914, Holt, Rinehart, & Winston, New York, N. Y., 1966.

(7) Louis Gottschalk and Donald Lach, Europe and the Modern World Since 1870, Scott, Foresman and Co., Chicago, Ill., 1954.

(8) F. Lee Benns, Europe Since 1914, Appleton-Century-Crofts, New York, N. Y., 1954.

(9) William H. McNeill, The Contemporary World, Scott, Foresman, and Co., Glenview, Ill., 1967.

(10) Louis L. Snyder, Historic Documents of World War I, D. Van Nostrand Co., Princeton, N.J., 1958.

(11) Cyril Falls, The Great War, Capricorn Books, New York, N.Y., 1959.

(12) George H. Nadel and Perry Curtis, Imperialism and Colonialism, The macmillan Co., New York, N.Y., 1966.

Unit XIV - Communist Russia, 1917-1941
(6 class periods)

Unit XV - Fascism
(6 class periods)

A. Learning Objectives

1. After being assigned specific books, students will appraise the author's style, accuracy, and bias in a critical book review. In this unit, critical book reviews will be prepared for the following books:
   a. David Shub, Lenin, New American Library, 1962.
   b. Charles H. George, Revolution, Scott, Foresman & Co., 1971.

2. Students will be able to interpret historical opinions in an open-forum discussion on the topic, "The Russian Revolution and Bolshevik Victory - why and how?"

3. Students will be able to appraise various historical interpretations in a classroom debate on the following question: "In Marxist theory, communism should not have come to Russia first, but to one of the advanced industrial countries, such as Germany. Why, then, did communism conquer Russia."

4. Students will be able to interpret historical opinions in an open-forum discussion on the topic, "The Nazi Revolution - Germany's guilt or Germany's fate?'

5. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

6. Students will demonstrate a knowledge of interpretation of verbal and written material by defending positions and giving examples in an essay test.

B. Content

1. The revolution of 1917.

2. Bolshevik theory and practice, 1917-1922.

3. Communism conquers Russia.

4. The power struggle following the death of Lenin.

5. The Stalinist Regime, 1928-1941.

6. Mussolini and Italian fascism.

7. The Weimar Republic, 1918-1933.

8. Germany under Hitler, 1933-1939.

9. Economic aspects of national socialism.

10. The character of German Fascism.

11. Fascism in Spain and Eastern Europe.

C. Student Activities

1. The students will read the assignments for each day's work according to the syllabus for European history.

2. The student will take detailed notes from the reading assignments.

3. Student moderators will continue to lead discussion on a rotating basis on days assigned by the teacher.

4. Students will participate in two student-oriented and student-moderated open-forum discussions on the topics:
   a. The Russian revolution and Bolshevic victory - why and how?
   b. The nazi revolution - Germany's guilt or Germany's fate?

5. Students will listen to two presentations of critical book reviews and participate in question and answer periods concerning the following books:
   a. David Shub, Lenin.
   b. Charles H. George, Revolution.

6. Students will participate in a classroom debate in an attempt to ascertain the causes of the revolution of 1917 in Russia. Students will consider the following questions: "In Marxist theory, communism should not have come to Russia first, but to one of the advanced industrial countries, such as Germany. Why, then, did communism conquer Russia?"

D. Teacher Activities

1. The teacher will lead class discussion.

2. The teacher will assign the books for the critical book reviews

3. The teacher will evaluate and comment upon the critical book reviews as given in an oral presentation.

4. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

E. Evaluation

1. Critical book reviews - for presentation, information, accuracy, and depth.

2. Student evaluation of speakers in the open-forum discussions.

3. Combination objective and essay examination (25% objective 75% essay)

F. Resources and References

1. References
   - a. Students - Books.
     - (1) Brinton, Christopher, Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.
     - (2) Mendenhall, Henning and Foord, The Quest for a Principle of Authority in Europe, 1715-Present, Holt, Rinehart & Winston, New York, N.Y., 1960.
     - (3) Herman Ausubel, The Making of Modern Europe, Vol II. Holt, Rinehart, & Winston, New York, N.Y., 1951.
     - (4) Kenneth M. Setton and Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Englewood Cliffs N.J., 1966.
     - (5) Herbert Heaton, Economic History of Europe, Harper & Row, New York, N. Y., 1948.
     - (6) Arthur E. Adams, The Russian Revolution and Bolshevik Victory D.C. Heath & Co., Boston, Mass., 1966.
     - (7) John L. Snell, The Nazi Revolution, D. C. Heath & Co., Boston, Mass., 1966.
     - (8) David Shub, Lenin, New American Library, New York, N.Y., 1962.
     - (9) Charles H. George, Revolution, Scott, Foresman & Co., Glenview Ill., 1971.
   - b. Teacher - Reference Books
     - (1) R.R. Palmer, A History of the Modern World, Alfred A. Knopf. New York, N.Y., 1961.
     - (2) T. Walter Wallbank, Civilization Past and Present, Vol II Scott, Foresman & Co., Glenview, Ill., 1963.
     - (3) René Albrecht Carrié, Europe Since 1815, Harper & Brothers, New York, N.Y., 1962.
     - (4) Norman F. Cantor, Western Civilization: Its Genesis and Destiny, Scott, Foresman & Co., Glenview, Ill., 1970.
     - (5) Frank P. Chambers, This Age of Conflict, Harcourt, Brace & World, Inc., New York, N.Y., 1962.
     - (6) Gordon A. Craig, Europe Since 1914, Holt, Rinehart & Winston, New York, N.Y., 1966.
     - (7) Louis Gottschalk and Donald Lach, Europe and the Modern World Since 1870, Scott, Foresman & Co., Chicago, Ill., 1954.

(8) F. Lee Benns, *Europe Since 1914*, Appleton-Century-Crofts, Inc., New York, N.Y., 1954.

(9) William H. McNeill, *The Contemporary World*, Scott, Foresman and Co., Glenview, Ill., 1967.

(10) Thomas Riha, *Readings in Russian Civilization*, Vol II University of Chicago Press, Chicago, Ill., 1964.

(11) David J. Dallin, *Soviet Russia and the Far East*, Yale University Press, New Haven, Conn., 1948.

(12) Victor S. Mamatey, *Soviet Russian Imperialism,* D.Van Nostrand Co., Princeton, N.J., 1964.

(13) Jesse D. Clarkson, *A History of Russia*, Random House, New York, N.Y., 1969.

(14) Warren B. Walsh, *Russia and the Soviet Union*, University of Michigan Press, Ann Arbor, Mich., 1964.

(15) William L. Shirer, *The Rise and Fall of the Third Reich*, Simon and Schuster, Inc., New York, N.Y., 1960.

(16) Albert Speer, *Inside the Third Reich*, The Macmillan Co., New York, N.Y., 1970.

Unit XVI - World War II - Background and Events
(6 class periods)

Unit XVII - The Cold War
(6 class periods)

A. Learning Objectives

1. Students will be able to interpret historical opinions in an open-forum discussion on the topic, "The outbreak of the Second World War - design or blunder?"

2. Students should locate and label the following places on an outline map of Europe in order to understand the geography of World War II:
   a. Sources of tension in pre war Europe:
      (1) Austria
      (2) Sudetenland
      (3) Danzig
      (4) Polish Corridor
      (5) Rhineland
      (6) Catalonia
      (7) Barcelona
      (8) Madrid
      (9) Slovakia
      (10) Munich
   b. Places of significance in World War II:
      (1) Warsaw
      (2) Karelias Isthmus
      (3) Ardennes
      (4) Dunkirk
      (5) Vichy
      (6) Kiev
      (7) Kiev
      (8) Leningrad
      (9) Moscow
      (10) Stalingrad
      (11) El Alamein
      (12) Sicily
      (13) Normandy

3. Students will be able to interpret historical opinions in an open-forum discussion on the topic, "Soviet economic progress - because of or in spite of the government?"

4. Students should locate and label all places of importance in Europe in 1970 including countries, cities, power blocs, and economic alliances.

5. Students will demonstrate a knowledge of specific facts by identifying at least 80% of the correct answers in a multiple-choice test.

6. Students will demonstrate a knowledge of interpretation of verbal and written material by defending positions and giving examples in an essay examination.

B. Content

1. Great Britain and France - 1919-1939

2. The United States - 1919-1939

3. The Death Knell of Imperialism

4. The coming of the war
5. World War II
6. The revolt against imperialism
7. The Cold War
8. The Americas in the present day
9. Europe, West and East in the present day
10. The temper of the Western World

C. Student Activities

1. The students will read the assignments for each day's work according to the syllabus for European history.
2. The student will take detailed notes from the reading assignments.
3. Student moderators will continue to lead discussions on a rotating basis on day assigned by the teacher.
4. Students will participate in two student-oriented and student-moderated open-forum discussions on the topics:
    a. The outbreak of the Second World War - design or blunder.
    b. Soviet economic progress - because of or in spite of the government?
5. Students will prepare a map study of Europe during World War II according to instructions given in class.
6. Students will prepare a map study of Europe in 1970 according to instructions given in class.

D. Teacher Activities

1. The teacher will lead class discussion.
2. The teacher will evaluate and return the map studies of Europe during World War II and Europe in 1970.
3. The teacher will evaluate and return the written critical book reviews.
4. The teacher will evaluate and return the objective and essay examinations taken at the conclusion of the unit.

5. The teacher will initiate and supervise a review session for the advanced placement examination given in late May of each year.

E. Evaluation

1. Student evaluation of speakers in the open-forum discussions.

2. A map study - Europe during World War II.

3. A map study - Europe in 1970.

4. Written critical book reviews of books assigned earlier in the second semester.

5. A combination objective and essay examination (25% objective 75% essay)

F. Resources and References

1. Instructional materials - Teacher
    a. Outline maps of Europe

2. References
    a. Students - Books
        (1) Brinton, Christopher and Wolff, Modern Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1957.
        (2) Mendenhall, Henning and Foord, The Quest for a Principle of Authority in Europe, 1715-Present, Holt, Rinehart & Winston, New York, N.Y., 1960.
        (3) Kenneth M. Setton & Henry R. Winkler, Great Problems in European Civilization, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1966.
        (4) Herman Ausubel, The Making of Modern Europe, Vol II Holt, Rinehart & Winston, New York, N.Y., 1951.
        (5) Dwight E. Lee, The Outbreak of the Second World War, D.C. Heath & Co., Boston, Mass., 1966.
        (6) Ellsworth Raymond, Soviet Economic Progress, Holt, Rinehart & Winston, New York, N.Y., 1964.

    b. Teacher - Reference Books.
        (1) Norman F. Cantor, Western Civilization: Its Genesis and Destiny, Scott, Foresman, & Co., Glenview, Ill., 1970.
        (2) Frank P. Chambers, This Age of Conflict, Harcourt, Brace & World, Inc., New York, N.Y., 1962.
        (3) Gordon A. Craig, Europe Since 1914, Holt, Rinehart & Winston, New York, N.Y., 1966.
        (4) William H. McNeill, The Comtemporary World, Scott, Foresman, & Co., Glenview, Ill., 1967.
        (5) B. H. Liddell Hart, History of the Second World War, G.P. Putnam's Sons, New York, N.Y., 1970.

(6) David J. Dallin, Soviet Russia and the Far East, Yale University Press, New Haven, Conn., 1948.

(7) Victor S. Mamatey, Soviet Russian Imperialism, D. Van Nostrand Co., 1964.

(8) T. Walter Wallbank and Alaistair M. Taylor, Promise and Perils, Scott, Foresman & Co., Glenview, Ill., 1967.

(9) James F. Findlay, Contemporary Civilization, Scott, Foresman & Co., Glenview, Ill., 1967.

(10) William Ebenstein, Totalitarianism, Holt, Rinehart & Winston, New York, N.Y., 1962.

(11) Frederick H. Hartmann, Germany Between East and West, Prentice-Hall, Inc., Englewood Cliffs, N.J., 1965.

(12) George Orwell, Animal Farm, New American Library, New York N.Y., 1946.

(13) German Information Center, Berlin: Crisis and Challenge, German Information Center, New York, N.Y., 1963.

(14) Albert R. Chandler, The Clash of Political Ideals, Appleton-Century-Crofts, Inc., New York, N.Y., 1957.

PRINCIPLES AND PROBLEMS IN ECONOMICS

GRADE 12

Mr. Roger Nehrer
Mr. Thomas Leonard
Mr. Donald Vandergrift

SUBJECT AREA: Social Studies - Grade 12

COURSE: Principles of Economics

COURSE DESCRIPTION:

Principles of Economics provides a basic set of analytical tools and a way of thinking which permits the student to use these tools to think for himself in dealing with the major economic problems that confront individuals, businesses, and citizens in our democratic society. Relevant factual and institutional material is included to help the student think independently about significant economic matters.

STUDENT COMPETENCY:

The entire spectrum of competency will be scheduled so that students, regardless of their competency level, may take the course. This flexible course is designed to meet the needs of all academic levels of students. Required readings will be minimal, but students will be required to express themselves in both written and vocal fashion on a number of argumentative issues which are involved in the course.

UNIT I

A. Behavioral Objectives

1. Students will be able to deal with economic problems in a rational, analytical way.

2. Students will increase their economic vocabulary.

3. Students will be able to integrate economics problems in perspective with other problems (Political, social).

4. Students will be able to deal with alternatives available as choices in a free society.

B. Overview of approach

1. Define problem.

2. Identify goals and objectives listing them in order of priority.

3. List alternative ways of attaining the objectives.

4. Analyze the consequences of choosing each possible line of action.

C. Subject Content

1. Definition of Economics

   a. Scientific approach
   b. Social sciences approach

2. Why study Economics?

   a. Each individual plays a role in the conomic decisions of society.
   b. Should help in making rational personal decisions.
   c. Everyone is affected by the economic decision on ohters.
   d. Should help each citizen to understand the significance of public policies and thus be able to vote more intelligently.

3. The universal problem of scarcity.

4. The need for economizing.

5. The opportunity or alternative cost.

6. Systems of economizing.

7. Rational analysis of economic problems.

D. Student Activities

1. Read and study Chapters 1, 2, 3, 4, 5 in the text The World of of Economics - Silk and Sounders.

2. Read Chapters 1, 2, 3, 4, 5, 6, 7, 8 in the book The Worldly Philosophers - R. Heilbroner

3. Write an essay concerning relevant contributions to modern economic thinking of the economic philosophers from the past.

4. Student centered discussions based on the student readings in The Worldly Philosophers.

E. Teacher Activities

1. Lecture on structured content

2. Lead discussions

3. Evaluate essays.

4. Evaluate student response to discussion topics.

5. Show movies and slides concerning the introduction of Economics.

F. Materials

1. Films:

   a. The World of Economics
   b. The Questions Economists Ask
   c. The Worlds of What Is and What Ought to Be
   d. The Market Society and How it Grew I
   e. The Market Society and How it Grew II

2. Filmstrips

   a. The Greeks has a Word for It.
   b. Introduction to Economics

G. Evaluation* -- is concerned with the ability of the student to judge the value of the material for a given purpose. The judgments are to be based on definite criteria. These are to be external criteria. (Relevance to the purpose) and the student's behavioral outcomes will be specifically measured in accordance to the behavioral objectives.

1. Essay examinations will measure the student's ability to think in a rational organized manner, to argue and state their opinions in support of, or their opposition to a proposed solution to a problem.

2. Objective quizzes will test the student's general understanding of daily or weekly assignment.
3. Oral discussions of assigned readings.
4. Research projects.
5. Class reports (Oral and Written)
6. Problem solving (Real situations affecting students and adults today, locally, state-wide, and nationally.)
7. Subjective evaluation of each students participation and contribution to all class activities.

* These evaluative tools will be applicable to all units.

UNIT II

A. Behavioral Objectives

1. Students will be able to understand a market society through participation in one.
2. Students will be able to understand the basic problem of universal scarcity.
3. Students will be able to distinguish between Demand and Quantity demanded.
4. Students will be able to distinguish between Supply and Quantity supplied.
5. Students will be able to deal effectively with Equilibrium price and changes in Equilibrium price.

B. Subject Content

1. Goods and services produced depend upon the stock of resources possessed by the American economy and how they are used.
    a. Natural resources
    b. Human Resources
    c. Capital
    d. Entrepreneurship
2. Basic instutions of a private enterprise economy
    a. Private ownership
    b. Freedom of contract
    c. Self-interest
    d. Individualism
    e. Freedom of Enterprise
    f. Competition
3. Overview of competitive market systems
4. Supply, Demand and the market
5. Review of conditions required for the effective operation of a purely competitive market and the implications of this type of competition.
6. The Stock Market
    a. Types of Business Organizations
    b. What is the stock market?
    c. Stock indexes

7. Description of monopoly
    a. Pure monopoly
    b. Oligopoly
    c. Monopoly competition
    d. Business organizations of monopolies
        1. Trust
        2. Pool
        3. Holding company
        4. Interlocking directorate

8. Results of absence of effective competition

9. Reasons why the American economy has not relied completely upon a competitive market system to make all economic decisions.

10. The nature of competition in our economy.

C. Student Activities

1. Read and study Chapters 6, 7, 8, 9, 10, 11, 12, 13, 14, 15 The World of Economics - Silk and Sounders. Read chapters 9, 10, 11 in The Worldly Philosophers

2. Build a model of a market (The entire class participates - Wheat Market Game)

3. Require all students to obtain statistical data which shows:
    a. Size of the labor force
    b. Categories or groups who work
    c. Various levels of educational achievement
    d. Productivity of the labor force

4. Organize a bulletin board committee to prepare an appropriate display on a phase of our economic life.

5. Student centered discussions on the reading assignments.

D. Teacher Activities

1. Lecture on structured content

2. Lead class discussions

3. Evaluate student contributions to class discussions

4. Show movies concerning the market economy.

5. Invite an appropriate guest speaker to address the class concerning the free enterprise system as he sees it today.

E. Materials

1. Films

   a. Introducing the Price System
   b. An overview of the American Economy
   c. The Consumers Demand
   d. The Producers Supply
   e. ...and then comes Market Prices
   f. A Case Study in competition: Agriculture
   g. Equilibrium in the Competitive Society

UNIT III

A. Behavioral Objectives

1. Students will be able to identify government agencies that regulate areas of the economy.

2. Students will be able to analyze by stating or recording in writing the role of our government in the economy.

3. Students will be able to compare by listing and contrasting the various periods in American history of the changing role of the government in the economy.

B. Subject Content

1. Overview or Introduction

    a. Presentation of a rational, analytical study of the role of government as a supplement to the market system in setting priorities and allocating resources.

    b. Presentation of broad categories of economic functions of government

        1. Regulation policies
            a. Negative
            b. Positive

        2. Taxation Policies
        3. Expenditure Policies
        4. Disposal Policies

2. Present government policies relating to the American economy.

3. Future policy alternatives

4. Role of Labor in mixed capitalism

5. Balance: Big Business, Big Labor, Government

C. Student Activities

1. Read and study chapters 31, 32 The World of Economics - Silk and Sounders and Chapters 27, 29 Economics for Modern Living. - Feier

2. Preparation of a notebook utilizing sketches, charts, cartoons, magazine pictures, ads, newspaper clippings depicting government involvement in the economy (directly or indirectly)

3. Have students research the government legislation relating to regulation of business and involvement in the economy.

4. Preparation of research projects concerning Supreme Court cases relating to the relationship of the government to the conomy.

5. Debates on key economic problems.

6. Using sample income tax booklets from the IRS to have students file income tax returns.

D. Teacher Activities

1. Lecture on structured content

2. Lead discussions

3. Evaluate research projects

4. Evaluate student contributions to class activities

5. Show films concerning the role of government in the economy

E. Materials

A. Films

1. Ballad of the Iron Horse
2. Rise of Big Business
3. Collective Bargaining Table
4. Henry Ford

UNIT IV

THE ECONOMIC SYSTEM AS A WHOLE

A. Behavioral Objectives

1. Students will be able to demonstrate an understanding of macroeconomics by contrasting macroeconomics with microeconomics.

2. Students will be able to contrast monetary policy with fiscal policy by listing effects of changes in each.

3. Students will be able to compare the economic growth of the U.S. with the growth of other countries.

4. Students will be able to show the role of consumers in economic growth.

B. Overview

1. Introduction to a rational study of the problem of economic growth.

2. Growth measured in terms of real output per capita.

3. Real output based on the stock of production resources and a country's technology.

4. Actual output determined by the level of total demand for goods and services that can be produced.

5. Students need to see that consumers, business firms and government comprise the three major buyers in our economy.

C. Subject Content

1. Macroeconomics

2. The concept of Gross National Product

3. Measuring Economic performance

4. Money and banking

5. The Federal Reserve System and monetary policy

6. Fiscal Policy

7. National Debt

8. Application of monetary and fiscal policy

9. Economic growth

D. Student Activities

1. Read and study Chapters 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28 World of Economics - Silk and Sounders
2. Write an essay discussing how inflation can be controlled with the use of monetary policy and fiscal policy.
3. Draw illustrated charts of the two major flows of income and output.
4. Interview local bankers to find out how he puts money to work in the economy locally.
5. Student centered discussions on subject content.

E. Teacher Activities

1. Lecture on structured content.
2. Lead class discussions.
3. Evaluate illustrated charts prepared by students.
4. Invite a speaker to address the class on the Federal Reserve and monetary policy.
5. Show films related to the subject content.

F. Materials

1. Money and Banking
2. Money - How it Functions
3. Money - How its value changes
4. Littlest Giant

UNIT V

INTERNATIONAL TRADE

A. Behavioral Objectives

1. Students will be able to discuss the role of the United States in world trade.
2. Students will be able to demonstrate interdependence upon resources and monetary exchange problems.
3. Students will be able to recognize that social and political changes affect economic problems.
4. Students will be able to apply the principles of absolute and comparative advantage in international trade.

B. Subject Content

1. Overview
   a. To introduce the student to a rational, analytical study of the role of the U. S. in world trade through consideration of the areas of:
      1. Interdependence of nations in the use of the world's resources.
      2. Barriers to trade.
      3. International monetary problems.
   b. Attention given to the European Common Market
2. Nature of International Trade
3. Barriers to trade
4. Monetary problems, the balance of payments
5. Attempts to promote free trade
6. Current problems facing the U. S. in international trade.
7. The underveloped countries.

C. Student Activities

1. Make a table showing the extent of trade in ten important items which you think are essential to our standard of living.
2. Read and study chapters 37, 38, 39, 40, 41 The World of Economics- Silk and Sounders

3. Write an essay discussing the position of the dollar on the world money market and its future.

4. Student centered discussions on the reading assignments.

D. Teacher Activities

1. Lecture on structured content.

2. Lead class discussions.

3. Evaluate essays written on world money market.

4. Show films pertaining to subject material.

E. Materials

1. Films

    a. The Economics of Trading Among Nations
    b. Tariffs, Quotas, and all
    c. The United States Balance of Payment
    d. America and the European Common Market

UNIT VI

COMPARATIVE ECONOMICS

A. Behavioral Objectives

1. Students will be able to comprehend that the United States and the Soviet Union fact the same basic problems.

2. Students will be able to see that each country has devised different institutions and goals in solving economic problems.

3. Students will be able to comprehend the nature of the U. S. S. R.'s challenge to the United States.

4. Students will be able to distinguish between a planned economy and a free enterprise economy.

B. Subject Content

1. Overview

   a. In contrasting and comparing the U. S. and Soviet economics, the real challenge for us is not of keeping, ahead of the Soviet Union in any particular area of economic endeavor, but rather in making our own system work at its best in terms of our present standards to meet our own national goals.

2. All economic systems face the basic problems of scarcity. Each must determine what goods to product, How to produce them, and how the total production shall be distributed (for whom)

3. In comparing economic systems, one must evaluate the performance of each economy in terms of its own goals and the implications of differences in goals between societies....

   a. Who decides the national economic goals?
   b. How are the activities of the individuals in the economy coordinated to achieve these goals?
   c. Who owns the basic productive resources?
   d. Whose wants receive the most attention when scarce resources are allocated?
   e. How do tax systems differ?
   f. What incentives are employed to induce people to work hard and creatively?
   g. What are the wage policies?
   h. Which system is more successful in raising the standard of living?
   i. How much personal freedom is enjoyed under each system?

4. Organization of the Soviet Economy

5. Problems of the Soviet Economy

6. Kinds of Capitalism in Western Europe.

C. Student Activities

1. Read and study Chapters 29, 34, 35, 36 The World of Economics - Silk and Sounders, and Chapters 7, 8, Comparative Economic Systems - an Inquiry Approach - Fenton

2. Students are to write a criticism of Karl Marx's theory of history and economics (Communism) followed by class discussion.

3. Student centered discussions on the subject content.

4. Research project on comparing the standard of living of the Soviet Union and the United States.

D. Teacher Activities

1. Lecture on structured content

2. Lead class discussions

3. Evaluate student criticism of Marxism and direct the discussion of these criticisms.

4. Show films pertaining to subject material.

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Alexander, Prehn, Sametz, *The Modern Economy in Action. An Analytical Approach* (New York: Pitman Publishing Co. 1968).

Bach, George L. *Economics, an Introduction to Analysis and Policy*. Sixth ed. (New Jersey: Prentice-Hall, Inc. 1968).

Coleman, John, *Comparative Economic Systems: An Inquiry Approach.* (New York: Holt, Rinehart and Winston, 1968).

Feier, Richard, *Economics for Modern Living* (Cincinnati: College Entrance Book Co., 1968).

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Leeman, Wayne A., *Readings in Comparative Economic Systems* -- Capitalism, Market Socialism, and Central Planning (New York: Houghton Mifflin Co., 1963).

McConnell, Campbell K. *Economics, Principles, Problems and Policies* Fourth ed. (New York: McGraw Hill, 1969).

Samuelson, Paul A., *Economics, an Introductory Analysis*,Seventh ed. (New York: McGraw Hill, 1967).

Silk and Saunders, *The World of Economics* (New York: McGraw Hill Book Co., 1969).

COMPARATIVE ECONOMIC SYSTEMS

GRADE 12

Mr. Thomas Leonard

SUBJECT AREA: Social Studies - Grade 12

COURSE: Macroeconomics - Comparative Economic Systems

COURSE DESCRIPTION:

It is widely believed that politics and economics are separate and largely unconnected, that individual freedom is a political problem and that material welfare is an economic problem, and that any kind of political arrangement can be combined with any kind of economic arrangement. The basic premise of this course is that such a view is a delusion, that there is an intimate connection between economics and politics that only certain combinations of political and economic arrangements are possible, and that these will reflect the cultural bias of each society. These are identified as market, command, and traditional systems; the development and operation of these systems is the proper theme of this course.

STUDENT CHARACTERISTICS:

A. Chronological range - ages 16 to 19

B. Reading range - 8.5 to 14.0

C. Mental age range - 14 to 21

D. IQ range - 85 to 130 - mean. 110

E. Students have some economic background, prequisite - Principles of Economics and/or AP American History

Unit I - Introduction to Comparative Systems

A. Learning Objectives

1. To involve the students in the process of examining their values in a non-threatening way and to open the door for a meaningful discussion of values in general.

2. To identify by this means the conscious awareness of values which are opeartive in their lives and the ordering of these values from most to least important.

3. To create a situation in which students themselves can become more conscious and critical of their values.

4. To construct a consensus that values may influence economic decision.

5. In the area of economics to identify the relationship of resources and needs.

6. To be able to cite examples from their own lives of scarcity in re human needs.

7. To be able to analyze by problem-solving the theory of alternative cost.

8. To cite examples of economic decisions made on the basis of values

9. To be able to differentiate conflicting values according to cultural factors.

10. To be able to explain in written or oral form the basic values which motivate and differentiate a particular societal structure.

11. To be able to intelligently discuss the three major types of economic systems and their cultural roots.

12. To be able to differentiate the cultural bias of each economic system and identify the three central problems which confront every system.

B. Subject Content

1. Values and Economics
   a. What differences do values make?
   b. The Zuni's values
   c. The American's values
   d. The Russian's values

2. The Economic Problem
   a. What, how, and for whom?
   b. An overview of economic systems
   c. The traditional economy
   d. The command economy
   e. The market economy

Unit II - Evolution of Economics up to 1960

A. Learning Objectives

1. To identify the central theme of this course, to wit, it is the search for the order and meaning of social history which lies at the heart of economics.

2. To be able to contrast and compare in oral or written form the basic economic philosophies which dominate the world and the lives of every one of us.

3. To discover that man is basically a socially-cooperative creature with respect to his needs and those of others.

4. To develop a cultural awareness of the ideas that urged man to adopt an develop a better standard of living .

5. To understand the relationship of ideas and that ledas shape cultures, that cultures are systems of behavior, and, that we act as we do because of the ideas we believe in.

6. To identify a new approach to the concept of growth and the theory of autonomous (cultural) investment.

B. Subject Content

1. The Wordly Philosophers
   a. Ancient times and markets - Renaissance Man
   b. Adam Smith - The Wealth of Nations
   c. Thomas Malthus - An Essay on Population
   d. The Utopian Socialists
      (1) Robert Owen - Jeremy Bentham - J.S. Mill
      (2) Saint-Simon - Fourier - Proudhon
   e. The inexoragle world of Karl Marx - Des Kapital
   f. The classical economics of the late 19th century
   g. Armageddon and the demise of capital - World War I
   h. Monetary problems and the western world - the 1920's

2. Keynesian economic theory
   a. Aggragate demand - C + I + G = GNP
   b. Role of Government - U.S. since 1930's
   c. Modified theory - the Kennedy years, 1960-63

Unit III - What and How in a Market Economy

A. Subject Content

1. Model of the Market
    - a. The market as an organizing device - the price system
    - b. Supply and demand in the market - concept of equilibrium
    - c. How markets work - some examples
2. How America modifies the market
    - a. The case for competition
    - b. Imperfect competition - keeping the market alive
    - c. The economic role of government:
        - (1) expenditures
        - (2) receipts
        - (3) regulation
        - (4) monetary and fiscal policy
    - d. Corporations and other business forms
    - e. The changing market economy
3. Guided capitalism in Western Europe
    - a. EEC - the Common Market - planning and control
    - b. France - central planning - "are freedom and planning compatible?"
    - c. Socialism - British view
    - d. West Germany and monetary controls
    - e. The Scandinavian approach - Sweden

Unit IV - What and How in a Command Economy

A. Subject Content

1. How the Soviet Union modifies the command economy
    - a. Historical backdrop - Plekhanov, Lenin, NEP, Stalin, Kruschev, Kosygin
    - b. Making planning work - Gosplan
        - (1) Method of balances
        - (2) Distribution - allocation certificates
        - (3) Quotas and controls
        - (4) The Russian manager
        - (5) Recent Russian reforms - Libermanism

2. Yugoslavia - modified command
    - a. Ownership and management - the State and private leases
    - b. Planning and stabilization
    - c. The record, summary and appraisal

3. The Marxist countries
    - a. People's Republic of China - the new expansion
        - (1) 1949-1965, revolutionary Marxism
        - (2) the Cultural Revolution and its aftermath
        - (3) Chinese performance - resources and potential
        - (4) China and the U.S. - prospects for world trade
    - b. Chile and Cuba - Latin-American socialism
        - (1) Castro and Cuban experiment
        - (2) Allende and Chilean Marxism
        - (3) The impact of political control on similar economies - Brazil and Argentina

Unit V - The Pursuit of Growth and Stability

A. Subject Content

1. Growth and stability in the American economy
    - a. What difference does stability make?
    - b. The problem of growth - pro and con
        - (1) resources and environmental problems
    - c. Measuring performance - the concept of GNP
    - d. Government as "stabilizer" in Keynesian terms
        - (1) Employment Act of 1946 - the Council of Economic Advisors - role and function
        - (2) monetary policy - the Federal Reserve System
        - (3) fiscal policy - theory and forms of taxation; the incidence of spending; the full employment budget
        - (4) the "new" pattern - quasi - permanent controls?
            - (a) the Economic Stabilization Act of 1970
            - (b) extension of Executive economic powers

2. Growth and stability in the Soviet Economy
    - a. The Soviet record to date
    - b. Soviet resources and future growth
        - (1) Soviet agriculture
        - (2) industrialization
        - (3) labor and technology
        - (4) Siberia - current operations
    - c. Summary and appraisal

Unit VI - Systems and People

A. Subject Content

1. Economic controversy and common concerns
   - a. The economist as a social architect
   - b. ideological differences and arguments
   - c. political economy

2. International trade and cooperation
   - a. The case for trade - specialization and the division of labor
   - b. Theory of comparative advantage - how it works
   - c. Current international problems
     - (1) modern trends and institutions of international finance
       - (a) the International Monetary Fund - the Bretton Woogs Agreement
       - (b) gold and the dollar as a "reserve" currency
       - (c) Smithsonian Agreement - 1071 - the dollar devalued - cause and effect
       - (d) the Communist world - World Investment Bank
       - (e) toward a new international currency
       - (f) realignment - the U.S. and her trading partners
         - [1] U. S. and Japan - partners of competitors
         - [2] U.S. and EEC - freed trade?
         - [3] U.S. and the Arab oil-producing states
     - (2) spin-off from interdependence - world peace?
     - (3) managing the multinational economy - the "new" economics and the 21st Century

COMPARATIVE POLITICAL SYSTEMS

GRADE 12

Mr. Rober Nehrer

SUBJECT AREA Social Studies Grade 12

COURSE Comparative Political Systems

COURSE DESCRIPTION

"Comparative Political Systems" compares our democratic system of determining and achieving goals with that of other societies. The study determines why people form a political system, what their objectives are and how they set out to achieve those objectives. A comparison of democratic, socialistic and communistic forms of government in Great Britain, Germany, France and the Soviet Union is studied.

Ideologies and ideological rituals have often served to bind people together, but "men not only live by them but die for them." Therefore, their importance in determining man's political goals in different societies cannot be over emphasized. The political ideas and institutions of major political philosophers are examined to instill further insight into the goals and expectations of the nation - states throughout man's history.

STUDENT CHARACTERISTICS

This course is designed with the average student in mind, however, it will require good reading ability and sound verbal reasoning. The student taking this course should be willing and able to express his or her feelings in both written and vocal fashion on a number of argumentative issues which are involved in the course. Course requirements include essays, briefs, position papers and specific reports.

UNIT I - INTRODUCTION TO COMPARATIVE POLITICAL SYSTEMS

A. Behavioral Objectives

1. Students will be able to identify at least an X number of characteristics of political systems.

2. Students will be able to analyze by stating or recording certain characteristics of political systems.

3. Students will be able to compare by listing and and contrasting common characteristics of political systems.

4. Students by their verbal expression will demonstrate common foundation of understanding of new vocabulary terms.

B. CONTENT

1. Political Systems according to the number of people participate.
    - a. Autocracy
        - (1) Monarchy
        - (2) Dictatorship
    - b. Aligarchy
        - (1) Aristocracy
        - (2) Plutocracy
        - (3) Theocracy
        - (4) Ideological Elite
    - c. Democracy
        - (1) Direct
        - (2) Representative
2. Political Systems according to the amount of control over the people.
    - a. Totalitarian
    - b. Authoritarian
    - c. Liberal

3. Political Systems according to territorial distribution of power.
    a. Unitary
    b. Federal
    c. Imperial
4. What is an ideology?
    a. Theocratic
    b. Secular
    c. Non-ideologies
    d. Global implications
5. Man and his beliefs
    a. Realists
    b. Idealists
    c. St Thomas Aquinas
    d. Niccolo Machianelli
    e. Baron de Montesquieu
    f. Jean-Jacques Rousseau
6. Man and his government
    a. What are the proper goals of states?
    b. What are the best governmental methods for the attainment of such goals?
    c. What are the ideal constitutions or ideological blueprints for the various political communities which evolved in the course of the past several centuries?
7. The problem of Modern Constitutions
    a. Describes the major political institutions defining their relationships to each other.
    b. Outlines in concrete form the Civil Rights placing

in proper perspective the citizen's individual relationship to his government.

c. Sets limits to the power of government.

d. Characteristics of 20th Century Constitutions.

(1) Brevity

(2) Precision

(3) Caution

(4) Realism

(5) Flexibility

C. ACTIVITIES

1. Teacher Activities

a. Lecture on structured content

b. Lead discussions

c. Evaluate essays

d. Evaluate student response to discussions

e. Show 10 slides of different persons from many periods of history and from different countries - Lead discussion of slides

2. Student Activities

a. Read and study Chapters 1 and 2 of text Ideologies in World Affairs.

b. Write an essay concerning the United States Constitution in the 20th Century.
Students will demonstrate their understanding of new terminology by using new terms in writing the essay and in class discussion.

c. Student centered discussion concerning the comparisons between ideologies and non-ideologies.

d. Student centered discussion concerning the contribution of political philosophers to modern political thought and the concept of a constitution.

e. Student centered discussion concerning the relevance of the U. S. Constitution in 20th Century U.S.A. How does it measure up to the ideal characteristics of the 20th Century Constitution.

f. Students are to view 10 slides of persons from different periods in history and from different countries. They are to look for clues about the people and the type of government they represent.

D. EVALUATION

Evaluation is concerned with the ability of the student to judge the value of the material for a given purpose. The judgments are to be based on definite Criteria. These are to be external criteria (relevance to the prupose) and the student's behavioral outcomes will be specifically measured in accordance to the behavioral objectives.

1. Oral examinations in the form of class discussions or fact question-answer sessions measure current understanding of facts and principles.
2. Objective quizzes will test the students general understanding of daily or weekly assignments.
3. Essay examinations will measure the students' ability to: think in a rational organized manner and to state their feelings of their proposed solution to a problem. Students will be expected to write with brevity, precision, realism and relevance.
4. Essay to be written outside of the classroom, consulting outside sources measuring student ability at topical problem analysis.

E. RESOURCES AND REFERENCES

1. Resources
   - a. Slides (S-SL-50) Political Systems By Inquiry
   - b. Slide Projector
2. Textbooks
   - a. Gyorgy, Andrew & George D. Blackwood, Ideologies in World Affairs, Mass., Blaisdell Publishing Company, 1967.

b. Schultz, Mindella (Edwin Fenton (Ed.)), *Comparative Political Systems, an Inquiry Approach*, N. Y. Holt Rinehart and Winston, Inc. 1967.

3. Bibliography

a. Carter, Gwendolen M & John Herz.*Government and Politics in the Twentieth Century*. N. Y., F. A. Praeger, 1961

b. Eckstein, Harry & David E. Apter. *Comparative Politics - A Reader*. N. Y. : Free Press, 1963.

c. Friedrich, Carl J. *Man and His Government*. N. Y. McGraw-Hill, 1963.

d. Gibson, John S., *Ideology and World Affairs*, Boston: Houghton Mifflin. 1964.

e. Hitchner, Dell G. & William H. Harbold. *Modern Government, A Survey of Political Science* (2nd Ed.), New York: Dodd, Mead & Co., 1966.

f. Hamilton, Howard D., (editor), *Political Institution: Readings in Political Science*.

g. Kohn, Hans. *Political Ideologies of the 20th Century*. New York, Harper & Row, 1966.

h. Pennock, J. Roland & David G. Smith. *Political Science, An Introduction*. N. Y. Macmillan, 1964.

i. Thomson, David (Ed.) *Political Ideas*, N. Y., Basic Books Inc., 1966.

j. Ward, Barbara. *Five Ideas that Change the World*. N. Y., W. W. Norton & Company, Inc. 1959.

k. Ward, Barbara. *Nationalism and Ideology*. New York: W. W. Norton & Company, Inc. 1966.

4. Specific Student References for writing the "Essay of Constitutions."

a. Andrews, William G. *Constitutions and Constitutionalism* (2nd ed.) N. Y., D. Van Nostrand Co., 1963.

b. Buty, Otto, *Of Man and Politics, An Introduction to Political Science*. N. Y. Holt Rinehart & Winston, 1963.

c. Macridis, Roy C. & Bernard E. Brown. *Comparative Politics, Notes and Readings*. (Rev. ed.) Homewood, Ill. Dorsey Press, 1964.

d. Spirc, Herbert J. Government by Constitution, The Political Systems of Domocracy. N. Y. Random House, 1959.

II. Unit - BRITISH PARLIAMENTARY SYSTEM

A. BEHAVIORAL OBJECTIVES

1. Students will be able to identify certain British Political institutions.

2. Students will be able to describe the function of certain British Political Institutions.

3. Students will be able to compare and contrast the political institutions of the United Kingdom with those in the American System.

4. Students will be able to constructively criticize and analyze the functioning and operation of the British Political System.

5. Students will be able to identify the common sources of the British Parliamentary System and the American Constitutional Congressional system.

B. CONTENT

1. Evolutionary development of British Government.

   a. Anglo-Saxon administration

   b. Norman Conquest of England 1066

      (1) Feudalism

      (2) Norman administration

   c. Magna Charta 1214

   d. Provisions of Oxford

   e. Baron's War (extension of representation in Parliament.

   f. Model Parliament - 1295

   g. Henry VIII

      (1) Church and State

      (2) Absolutism

h. Elizabeth I

  (1) Increasing Power of Parliament

  (2) Increasing Power of Britain

i. Stuart Kings (clash between Monarch and Parliament)

  (1) Charles I (British Civil War 1640's)

    (a) Parliament v Monarch
    (b) Execution of Charles
    (c) "Great Commonwealth"
    (d) Puritan dictatorship

  (2) Restoration 1660

j. Glorious Revolution 1688-89

  (1) William & Mary

  (2) Bill of Rights

k. Hanover Monarchs

  (1) Increasing Power of Parliament

  (2) Rise of the Prime Minister

l. American Revolution 1776

  (1) American democracy - Revolution

  (2) British democracy - Evolution

m. Victorian Age - 1901

  (1) Election reforms

  (2) Rise of the House of Commons

  (3) Parliamentary Reforms.

n. Parliamentary Act 1911

  (1) House of Lords veto is removed

  (2) House of Commons is supreme

o. World War I 1914-1918

  (1) Coalition Government

        - (2) Death of the Liberal Party
    - p. Rise of British Socialism (Labour Party)
        - (1) Appeasement 1930's
        - (2) Coalition Government 1940-1945
        - (3) Election 1945 - Labour Policy
    - q. Post War Britain
- 2. Concept of the British Constitution
    - a. Written and unwritten constitution
    - b. Law and convention
    - c. Guiding principles of the Constitution
- 3. Parties and politics
    - a. Moderation
    - b. Two-party system
    - c. Development of the contemporary party system
    - d. Conservative Party organization
    - e. Labour Party organization
    - f. Party organization in Parliament
    - g. Party program and policy
        - (1) Conservative
        - (2) Labour
    - h. Pressure groups and social conditions
- 4. The Crown
    - a. Personality of Monarch
    - b. Power and influence
- 5. The Cabinet
    - a. Prime Minister

- b. Power of dissolution
- c. Cabinet system
- d. Committees of the Cabinet
- e. Composition of Cabinet
- f. Treasury

6. Public Service
7. Parliament
    - a. House of Commons
        - (1) Election of members
        - (2) Influence of public opinion
        - (3) Debate
        - (4) Why the system works
        - (5) Speaker
        - (6) Procedure
        - (7) Legislation
        - (8) Committees
    - b. House of Lords
        - (1) Composition
        - (2) Procedure and organization
        - (3) Powers.
8. Law and Justice
    - a. Common Law
    - b. Equity
    - c. Statute Law
    - d. The Bench
    - e. Court System

C. ACTIVITIES

1. Teacher Activities
    - a. Lecture on structured content
    - b. Lead discussions
    - c. Evaluate Essays
    - d. Evaluate students response to discussions
    - e. Show sound films of Great Britain
2. Student Activities
    - a. Student research project: Students are to research general topics that are contained in the subject content of the unit. Applicable library books are placed on reserve.
    - b. Students view sound films about Great Britain
    - c. Students write an essay concerning a critical analysis and comparison of the British Parliamentary System and the American system.
    - d. Student centered* discussions on the topics:
        - (1) Separation of Powers in Great Britain and the United States.
        - (2) Written Law v. convention
        - (3) Comparison of the American President and the "British Executive."
    - e. Students are to write to the British Embassy for material concerning their study.

* A student centered discussion is not a teacher lecture; the teacher's role is only to steer the discussion and the discussion is carried by the students; the students reveal the points of the topics in their verbal examination.

D. EVALUATION

Evaluation is concerned with the ability of the student to judge the value of the material for a given purpose. The judgments are to be based upon definite criteria. These are to be external criteria (relevance to the purpose) and the student's behavioral outcomes will be specifically measured in accordance to the behavioral objectives.

1. Subjective evolution of each student's contribution to class discussions.
2. Objective Quizzes will test the student's general understanding of subject content.
3. Essay examinations will measure the student's ability to:
    a. Think in a rational organized manner
    b. Argue in support of their proposed solution to a problem.
    c. Write with brevity, precision, realism and relevance.
    d. Essay written outside of the classroom, consulting class notes and outside sources (as explained in student activities) measuring the students ability at topical problem analysis.

E. RESOURCES AND REFERENCES

1. Resources
    a. Films from Allegheny County film library.
        (1) Great Britain G2066
        (2) Churchill Biography V0047
        (3) Winston Churchill C3021
        (4) Britain - Searching a new Role B3002
    b. 16 MM Sound Projector
2. Textbooks
    a. Gyorgy, Andrew & George D. Blackwood, Ideologies in World Affairs, Mass., Blaisdell Publishing Company, 1967
    b. Schultz, Mindella (Edwin Fenton (ed.)), Comparative Political Systems, an Inquiry Approach, N. Y. Holt, Rinehart and Winston, Inc., 1967.

3. Bibliography

a. Bagehot, *The English Constitution*, Ithaca Cornell W. Press, 1963.

b. Bailey, *British Parliamentary Democracy*, Boston, Houghton-Mifflin Company. 1966.

c. Brand, *British Labour Party: a Short History*, Stanford, Standford W. Press 1964.

d. Bulmer-Thomas, *Growth of the British Party System*, N.Y. Humanities Press, 1965.

e. Dangerfield, *The Strange Death of Liberal England*. N. Y., Putman, 1940

f. Eckstein, *Comp. Politics*, N. Y. Macmillan, 1963.

g. Kissell (ed) *Comp. Pol. Problems Britain, U. S., Canada*. N. Y., Prentice Hall.

h. King, *British Politics, People Parties and Parliament* Boston, Heath, 1966.

i. MacFarlane, *British Politics 1918-1964*, Fairview Park, Pergamon Press.

j. Spiro, *Government by Constitution, The Political system of Democracy*. N. Y. Random House, 1959.

k. Wilson *British System of Government*, London, Intl. Publishing Serv., 1963.

l. Neumann, Robert, *European Government* N. Y. McGraw-Hill Book Company. 1968.

III. ADOLF HITLER's THIRD REICH

A. BEHAVIORAL OBJECTIVES

1. Students will be able to identify certain German and Nazi political institutions.
2. Students will be able to describe the functions of certain Fascist (Nazi) political institutions.
3. Students will be able to compare and contrast the political institutions of Nazi Germany with those of the United Kingdom and the United States.
4. Students will be able to describe the process of the Nazi internal seizure of power.
5. Students will be able to describe the totalitarian indoctrination process and be able to analyze its effectiveness upon the subjects.
6. Students will be able to describe and analyze the structure of Hitler's dual government (characteristic of one party system).

B. CONTENT

1. Historical Introduction: from the Holy Roman Empire to the Second Reich.
    - a. Rise of Prussia
    - b. The German Confederation
    - c. Bismarck
    - d. The North German Federation
    - e. Franco-Prussian War and the creation of the German Empire.
2. From Strong Empire to weak Republic
    - a. Dominance of Prussia
    - b. Parliamentary impotency
    - c. First World War and Army control
    - d. "Stab in the Back" legend.

- e. Weimar Republic
    - (1) Deterioration of political Life
    - (2) Inflation and monetary policy
    - (3) President Hindenburg
    - (4) Hitler becomes Chancellor 1933.

3. The Rise and Fall of National Socialism
    - a. Adolf Hitler
    - b. Nazi Party
    - c. Hitler's first government
    - d. Der Führer and absolute power
    - e. Federalism to Centralism
    - f. Nazi Party organization
    - g. Control mechanisms of the third Reich
        - (1) Gestapo and S. S. (S.D.)
        - (2) S. A.
        - (3) Hitler Youth
        - (4) Army and Luftwaffa
    - h. The Second World War
        - (1) Foreign Policy of expansion
        - (2) The "New Order in Europe"
        - (3) July 20, 1944 plot to kill Hitler
    - i. End of the Nazi Regime
    - j. Allied Occupation
        - (1) Administration
        - (2) Structure of new political control in Germany
        - (3) Denazification

4. The Federal Republic of Germany
    a. Political Party System today.
        (1) Christian Democrats
        (2) Social Democratic Party
        (3) Free Democratic Party
        (4) Other Parties
        (5) Pressure groups
    b. Civil Rights
    c. Federalism
    d. Executive
        (1) President
        (2) Chancellor and Cabinet
    e. Civil Service
    f. Legislature
        (1) Election Process
        (2) Bundestag
        (3) Bundesrat
        (4) Legislation
    g. Judiciary

C. ACTIVITIES

1. Teacher Activities
    a. Lecture on structured content
    b. Lead Discussions.
    c. Evaluate Essays and Research Projects
    d. Evaluate students response ,in class discussion
    e. Present slide lecture-discussion on Nazi leaders

f. Show sound films of Nazi Germany and background of Nazi Germany

g. Present over-head transparencies "What caused the Rise of Hitler" OTH-3924

2. Student Activities

a. Student Research Project: Students are to research specific topics concerning the subject of Adolf Hitler's Third Reich and prepare a structured research paper.

b. Students will view sound films about Germany.

c. Students will view slides about Nazi leaders in Germany with discussion led by the instructor.

d. Students will write an Essay about "Why Nazi Germany Happened." Students will critically analyze the events of history and draw conclusions as to why events happened the way they did. (Could it have been avoided? Who is to blame? Could it reoccur?).

e. Student centered discussions about the personalities of the Nazi Regime and How was Hitler able to wield absolute power and hold it?

f. Each student will present an oral explanation of their research project.

D. EVALUATION

Evaluation is concerned with the ability of the student to judge the value of the material for a given purpose.

1. Subjective evaluation of each student's contribution to class discussions.

2. Objectives quizzes will test the student's general understanding of subject content as presented in class lectures, movies or reading assignments.

3. Essay examinations will measure the students ability to think in a rational organized manner, argue in support of their proposed thesis concerning a political problem and write with brevity, precision, realism and relevance.

4. Evaluation of student research projects on specific topics assigned for outside preparation.

5. Evaluation of student essays about Nazi Germany as described in Student Activities.

E. RESOURCE AND REFERENCE

1. Resources

   a. Slides of Nazi Leaders

   b. Slide Projector

   c. Films of County film Library

      (1) East Germany - A Nation in Transition E 2094

      (2) Doomed Dynasties of Europe A 2100

      (3) Assassination at Sarajeno A 2130

      (4) The Day the Guns Stopped Firing 1918 A 2099

      (5) Adolf Hitler "Rise to Power" H 3008

      (6) Adolf Hitler "Fall of the 3rd Reich" H 3009

   d. Rental Films

      (1) "The Triumph of the Will" 1934 Nurenburg Nazi Party Rally. (120 min)
      (2) "The Twisted Cross (120 min)

2. Textbooks

   a. Gyorgy, Andrew & George D. Blackwood, Ideologies in World Affairs, Mass, Blaisdell Publishing Company 1967

   b. Schultz, Mindella (Edwin Fenton (Ed.)), Comparative Political Systems An Inquiry Approach, N. Y. Holt, Rinehart & Winston, 1967.

3. Bibliography

   a. Grunberger, The 12 year Reich: A Social History of Nazi Germany, N. Y., Holt, Rinehart and Winston 1969.

   b. Nobecourt Hitler's Last Gamble; The Battle of the Bulge N. Y., Schocken Book Co.

   c. Hitler, Adolf, Mein Kampf, Boston Haughton Mifflin Co., 1925

   d. Heidenheimer, The Goverments of Germany, N. Y., T. Y Crowell Co., 1964

   e. Bullock, Allan Hitler: A Study in Tyranny, N. Y. Harper Row 1958

f. Shirer, The Rise and Fall of the Third Reich, N.Y. Simon Shuster, 1960

g. Erler, Democracy in Germany, Cambridge Harvard U. Press, 1965

h. Neumann Rolent, European Government

IV. UNIT - SOVIET UNION

A. BEHAVIORAL OBJECTIVES

1. Students will be able to identify certain Soviet and Communist political institutions.

2. Students will be able to describe the functions of certain Communist political institutions.

3. Students will be able to compare and contrast the political institutions of the Soviet Union with those of the United States, United Kingdom, and Nazi Germany.

4. Students will be able to describe and discuss the Communist process of "Revolution" and internal seizure of power.

5. Students will be able to describe the totalitarian indoctrination process and be able to compare it to Nazi Germany analyzing its effectiveness upon the subjects.

6. Students will be able to describe and analyze the structure of the U.S.S.R.'s dual government comparing it with Nazi Germany's

B. CONTENT

1. Historical Antecedents

   a. Isolation from the West

   b. Absolutism

2. Marx and Marxism

   a. Background of Karl Marx

   b. Exile

   c. Fredrich Engles

   d. Communist Manifesto

   e. Das Kapital

    f. Paris Commune of 1870-71

3. Nature of Marxism
    a. Economic Determinism
    b. Dialetical materialism
    c. Political Doctrine
    d. Revolution

4. The Revolution
    a. Russo-Japanese War 1905
    b. Constitution of 1905
        (1) Duma
        (2) Revolution of 1905
    c. Vladimir Ilyich Ulyanov (Lenin)
        (1) Background of Lenin
        (2) Lenin's view of Imperialism
        (3) Lenin's view of Revolution

5. Fall of the Romanov Tsar
    a. World War I 1914
    b. Revolution, March, 1917
    c. Provisional Government
        (1) Reluctance to make peace
        (2) Reluctance to grant land reform
        (3) Divided authority
    d. Bolshevick Revolution November, 1917.
    e. Lenin's post-war Dictatorship
        (1) N.E.P.
        (2) Trotsky

        - (3) Stalin
        - (4) Cheka (O.G.P.U.)
- 6. Joseph Vissarionovich Dzhugashuili (Stalin)
    - a. Succession Crisis
    - b. Stalin as Dictator
    - c. Domestic policies
    - d. Foreign Policies
        - (1) Concept of Revolution
        - (2) Diplomacy
    - e. Purges
- 7. Structure of the Soviet System
    - a. Government
        - (1) Supreme Soviet
        - (2) Presidium
        - (3) Council of Ministers
        - (4) Premier (Chairman or Prime Minister)
    - b. Communist Party
        - (1) All-Union Party Congress
        - (2) Central Committee
            - (a) Secretariat
            - (b) Control Commission
        - (3) Presidium (Politburo)
        - (4) First Secretary
        - (5) Democratic Centralism
        - (6) Self-Criticism
        - (7) Propaganda

8. Nikita Khrushchev
    a. Succession Crisis
    b. Party Leader
    c. Agriculture
    d. Sino-Soviet Dispute
9. Brezhnev - Kosygin
    a. Succession
    b. Policies today

C. ACTIVITIES

1. Teacher Activities
    a. Lecture on structured content material.
    b. Lead discussion.
    c. Evaluate essays and research projects.
    d. Evaluate student response in class work.
    e. Show sound films.
    f. Supervise simulation "Dangerous Parallel".
2. Student Activities
    a. Student research project: Students are to research specific topics concerning the subject of Soviet political (past or present) background and prepare a structured research paper.
    b. Students will present their research project orally to the class for discussion.
    c. Students will view sound films about Communism in Soviet Union, China and Eastern European Nations.
    d. Students will write an essay about "Allied Intervention in Russia 1918-1920". Why did the Allies intervene in the Russian Revolution? What were the results of the intervention? -- Students will criticially analyze these events and draw conclusions about them.

e. Students centered discussions about the personalities of the Communist Regimes with analysis of each leader's interpretation of Marism.

f. Student simulation in governmental decision making; "Dangerous Parallel"

D. EVALUATION

1. Evaluation is concerned with the ability of the student to judge the value of the material for a given purpose.

2. Subjective evaluation of each student's contribution to class discussions.

3. Objective evaluation of each student's general understanding of the subject content as presented in class lectures, movies or reading assignments. (written tests and quizzes)

4. Essay examinations will measure the students' ability to think in a rational organized manner, argue in support of their proposed thesis concerning a political problem and write with brevity, precision, realism and relevance.

5. Evaluation of student research projects on specific topics assigned for outside preparation.

6. Evaluation of student essays about "Allied Intervention" as described in student activities.

7. Evaluation of student participation in student simulation.

E. RESOURCES AND REFERENCES

1. Resources

a. Kits S-K-2, S-Kt - 3, S-Kt-4, etc. S-Kt-8

b. Films from County film Library

(1) The Other Russians 04003

(2) Revolution in Russia 1917 R-2068

(3) Marxism: The Theory That Split the World M-3043

(4) Soviet Union 1918-1920 Civil War Allied Intervention S 2181

(5) China - An open Door Parts 1-3 C-3059 C 3060 C 3061

        (6) East Germany A Nation in Trans. E-2094

        (7) Eastern Europe (Unity or Diversity) E-2095

        (8) Yugoslavia (Challenge of Diversity) Y-2019

    c. 16 MM Sound Projector

2. Textbooks

    a. Gyorgy, Andrew, and George Blackwood, *Ideologies in World Affairs*, Mass. Blaisdell Publishing Co., 1967

    b. Schultz, Mindella (Edwin Fenton (Ed)), *Comparative Political Systems, an Inquiry Approach*, N. Y. Holt, Rinehart and Winston, 1967

3. Bibliography

    a. Shaffer, *The Soviet Economy A Collection of Western and Soviet Views*, Appleton 1963

    b. Grey, *A History of Soviet Russia*, McGraw-Hill, 1964.

    c. Florinsky, *A History and Intepretation of Russia*, MacMillan, 1966.

    d. Werth, *Russia at War 1941-45*, Dutton & Co., 1964

    e. Payne, *The Life and Death of Lenin*, Simon & Schuster, 1964.

    f. Randall, Stalin's Russia: *A Historical Reconsideration*, Macmillan, 1965

    g. Krushchev, *Krushchev Remembers*, Little Brown & Co., 1970.

    h. Gripp, *Patterns of Soviet Politics*, Dorsey Press Inc., 1964

AMERICAN POLITICAL SYSTEMS

GRADE 12

Mrs. Arlene Levy

American Political Systems

Objectives:

The students should be able to read, comprehend, and analyze information pertaining to American political institutions.

The students should know how to make rational decisions about our political processes based on factual information.

The students should have the desire and know-how to work within the political structure of our society to improve it.

The students should know the skills of writing a research paper and a comparative paper, taking notes, and giving a debate.

The students should be able to be tolerant of, respect, and learn from others' views.

Methods:

Group work
Lecture
Debates
Research in school library
Research papers
Essay tests

Topics:

Political Parties
Political Campaigns
Local Government
State Government
Congress
President
Supreme Court

Materials:

Visualized Problems of American Democracy by Kenneth D. Hart, basic textbook (abbr. P.O.A.D.)

Annual Editions Readings in American Government "72" by the Dushkin Pub. Group, basic textbook (abbr. Readings "72")

American Education Publications unit books: "Political Parties in the U.S." "Municipal Politics"

Legislative Learning Systems reproduced legislative bills

The American Presidency by Clinton Rossiter

League of Women Voters publications

"Liberty and the Law- Case Studies in the Bill of Rights", by Oregon State Bar

Various tapes, filmstrips, and multimedia kits produced commercially

Tapes and videotapes made by the teacher.

Guest speakers

Information from books, magazines, and newspapers reproduced.

Suggested news programs on television.

Term Project:

Each student must do a term project which is explained on accompanying sheets. The objective is that the student will acquire the desire and know-how to work within the political structure of our society to improve it. The method is that the student learn through his own personal experiences. The material is the real world.

American Political Systems Term Project

It is to be based on a personal experience that you have. You may campaign for a candidate who is running for public office, go to meetings of an organization which is involved in the political process, or attend your local home rule study commission hearings.

If you campaign for a candidate who is running for public office, the following will assist you:

Call information to get the telephone number of campaign headquarters or the candidate's home number (if the candidate is involved in a local campaign, you will need the candidate's home telephone number).

When you call your candidate, you will find out what there is to do, and you may decide what you want to do.

Remember: there is no school on election day.

You are to describe in detail and evaluate in detail (pretend that Mrs. Levy knows nothing about political campaigns) the following:

1. Why you selected your particular candidate.
2. What your candidate's platform is.
3. How your candidate appeals to the voters (include any paraphenalia your candidate distributes to the voters).
4. What you did as part of the campaign.
5. The response you got for your efforts from the voters. (Did your campaigning help your candidate?)
6. Your analysis of why your candidate won or lost.

If you attend meetings of an organization involved in the political process, the following will assist you:

Recommended organizations are:
League of Women Voters
Americans for Democratic Action
Ripon Society
John Birch Society

You are to describe in detail the following:

1. The history, beliefs, and purpose of the organization.
2. The size and background of the membership.
3. Their meetings.
4. The projects they undertake and the degree of their success (send literature, lobby, work for candidates, etc.)
5. Investigate information given to you by the organization to determine if you are getting the truth.

If you attend home rule study commission hearings, describe and evaluate the following in detail:

1. History and purpose of the commission.
2. Ability and background of those serving on the commission.
3. Issues covered during the meetings, the discussion of those issues, and the outcome of the discussion.
4. Compare recommendations of the Home Rule Study Commission to the present form of government, and give reasons for maintaining or changing the government.

The projects are due no later than May 28, 1974 (Election Day is May 21)

The length of your paper is determined by you.

I shall be glad to assist anyone with further information

Unit I - Political Parties

A. Objectives

1. Through discussions and an essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of the history, functions, organization, and membership of the political parties in the United States.

B. Materials

1. Functions of political parties and the 2 party system:
   a. P.O.A.D, pp. 106-111
   b. "Political Parties", pp. 6-9. 35-39

2. History of political parties:
   a. "Political Parties," pp 10-23
   b. "Anatomy of U. S. Political Parties (Guidance Associates filmstrips)," parts 1,2,3.

3. Organization of political parties:
   a. "The Huddled Masses," video-tape of one program of Allister Cooke's "America" series.
   b. "Old Cities, New Politics, (Olcott, Forward multi-media kit)" parts 2,3.
   c. "Local Politics," reproduced article
   d. "Anatomy of U.S. Political Parties," part 4
   e. P.O.A.D., pp. 111-120
   f. "Tennesee Wailing Dixie Democratic Blues",reproduced article
   g. 1972 Democratic and Republican Conventions, reproduced materials.
   h. "The Lessons of 1968", Readings"72" pp 215-218
   i. "Political Conventions (Guidance Associate filmstrips), Parts 1,2
   j. "Reformers Misconstrue Purpose of Convention", reproduced article
   k. "Shaping of the G.O.P. Now for Post-Nixon Years," reproduced article
   l. "Anybody but McGovern, Say Democratic Pros", reproduced article
   m. Eagleton as vice-presidential nominee, various reproduced articles
   n. "Watergate Stecter Stalks White House Strategists",

4. Republican or Democrat

   a. "Political Parties", pp 23-28
   b. "Voice of the 25th Ward Speaks with HHH Accent", reproduced article.
   c. "Massive Pro-Nixon Swing by Jewish Community?" reproduced article.
   d. "Julian Bond's Illogic on Republican Blacks," reproduced article.

5. Example of local political process:
   a. "Political Parties," pp 40-46

C. Evaluation:

1. Essay Test

Unit II - Political Campaigns

A. Objectives

1. Through discussions, debates, and the term project, the student will reveal his respect for the right of citizens to elect their officials, their ability to research and analyze topics and speak publicly, and his knowledge of the voter and campaign procedures in the United States.

B. Materials:

1. The Voters:
    - a. The American citizen, his interest in politics, and in democratic principles, reproduced information
    - b. "The Riddle of the Young Voter", Readings"72", pp 224-27
    - c. "Young Voters - A Political Question Mark", Readings "72" pp. 227-29
    - d. "Its a Different Political Ball Game", Readings "72" pp. 211-14

2. Campaign Procedures:
    - a. P.O.A.D., pp. 123-35, 137
    - b. "Your Right to Vote (Guidance Associates filmstrips)" parts 1,2
    - c. Publicity, raising money, candidate's schedule, volunteer work, election day procedures using sample ballots, bumper stickers, street lists, and other campaign paraphenalia - lecture by the teacher.
    - d. Campaign speeches, tapes produced by teacher
    - e. Candidates who are presently seeking an office, guest speakers
    - f. "How Nixon Changed His T.V. Image", Readings "72"pp. 229-33
    - g. "Campaigns and the New Technology", Readings "72", pp 233-35
    - h. "Dems Rated Better Able to Do Job," reproduced article
    - i. "Human Side of Politics: Three Cheers for Losers", reproduced article.
    - j. "The Candidate", recommended for viewing
    - k. "Electoral College (Guidance Associates filmstrip)", part 1,2
    - l. "Election '72", Newsweek multi-media kit
    - m. "Election Issues "72" N.Y. Times filmstrip

C. Evaluation:

1. .Long Range : Term Project

2. Short Range: Debates:

6 Suggested topics:
    - a. Abolish electoral College
    - b. We should have a national primary to nominate the president
    - c. Pennsylvania should have an open primary
    - d. We should have stricter laws on campaign financing
    - e. Issues of the campaigns

Unit III - Local Government

A. Objectives

1. Through discussions and debates, the students will reveal their ability to research and analyze topics and speak publicly, and their knowledge of types of local governments and their problems.

B. Materials:

1. P.O.A.D., pp 87-103
2. "The Relationship of Federal to Local Authorities", Readings "72" pp. 174-6
3. "National Goals: Survival is the Issue", Readings "72" pp 189-91
4. "The Urban Mood," Readings "72", pp 195-206
5. "Cities, U.S.A.", (Guidance Associates filmstrip)
6. A Citizens Manual of McCandless, Ross, and Shaler Townships," prepared by the League of Women Voters of the North Hills.
7. Local officials, guest speakers.

C. Evaluation

1. Debates:
   Suggested Topics:
   a. Allegheny County should have metropolitan government
   b. We should have low rent housing in the suburbs.
   c. We should bus children to integrate schools.
   d. Peter Flaherty is a good mayor.
   e. The plans for Skybus should be carried out.
   f. Congress should allocate more money for mass transit from the highways fund.
   g. Pittsburgh should have an elected school board.
   h. Plans for the East Street Expressway should be carried out.
   i. Nixon's proposed reductions in the community action programs would harm the cities.
   j. Revenue sharing is a positive program

Unit IV - County Government

A. Objectives

1. Through discussions and a quiz, the students will reveal their familiarity with the organization, facilities, and services of Allegheny County Government.

B. Materials

1. Allegheny County Government," presented by League of Women Voters, Allegheny County Council.

2. County officials, guest speakers.

C. Evaluation

1. Quiz

Place the letter which tells the duty that the official performs next to the official's number.

1. Register of Wills
2. Commissioner
3. Public Defender
4. District Attorney
5. Clerk of Courst
6. Treasurer
7. Controller
8. Recorder of Deeds
9. Coroner
10. Sheriff

A. public health
B. collectes and dispurses funds
C. proper number of jurors
D. transfer of teal estate
E. accountant
F. presents case in court for government
G. transports prisoners
H. clerk of Family Division
I. finances for the court
J. issues marriage licenses
K. investigates unexplained deaths
L. presents case in court for the accused

True or False: The county government does the following:

1. provides airports
2. provides elementary school textbooks
3. issues passports
4. trains police and firemen
5. provides community college
6. provides for special training in agricultural technology
7. provides for job training
8. provides for mass transit
9. provides juvenile detention home
10. provides law library

Fill in:

1. number of municipalities in Allegheny County
2. number of county commissioners
3. how often elections are held in the county
4. source of most revenue for county
5. source from which county gets its authority

Unit V - State Government

A. Objectives

1. Through discussions and a quiz, the students will reveal their familiarity with the organization and services of Pennsylvania State Government.

B. Materials

1. P.O.A.D. pp. 70-84

2. "A State Legislature is Not Always a Model of Ideal Government", Readings "72", pp. 187-9

3. State Legislator, guest speaker

4. Field trip to Harrisburg

C. Evaluation

1. Quiz on State Govenrment
    a. List 4 reasons why our state legislature is ineffective and inefficient.
    b. Give 3 reasons why our state legislature is good.
    c. Define the following:
        (1) Caucus
        (2) lobby
        (3) intrastate
    d. List 5 powers of a governor
    e. True or False whether the state government handles issues relating to the following:
        (1) taxes
        (2) education
        (3) welfare
        (4) recreation
        (5) roads

Unit VI - Congress

A. Objectives

1. Through discussions, a letter to a congressman and an essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of the purpose, the powers, and the organization of Congress.

B. Materials

1. P.O.A.D, pp 14-31
2. How a bill becomes a law, lecture by teacher
3. Legislation and its progress, Legislative Learning Systems, Inc.
4. "The Dead Hand of Seniority," Readings"72", pp. 111-5
5. "The Dairy Lobby Buys the Cream of Congress," Readings "72" pp 120-3
6. "The Conference Committee: Congress' Final Filter," Readings"72" pp. 115-8
7. "Fulbright: The Idea is to Influence You into a Wiser Policy," reproduced article
8. House Representative, guest speaker
9. Senate Investigating Committee on Campaign Financing Hearings, television
10. "Senate", "House of Representatives," N.Y. Times filmstrips

C. Evaluation

1. Essay test
2. Letter to Congressman
3. Congress is a democratic institution. Disucss. You may agree or disagree with this statement in whole or in part. Give 10 specific examples to support your argument. Be sure to write in essay form.
4. Congress does not share in our system of checks and balances. The President seems to have taken over the Congress' functions. Discuss. You may agree or disagree with this statement in whole or in part. Give 10 specific examples to support your argument. Be sure to write your answer in essay form.

Unit VII - President

A. Objectives

1. Through discussions and a comparative research paper, the students will reveal their ability to use a library's resources and to think analytically and comparatively, and their knowledge of the purpose and the powers of the presidency and how the presidents use those powers.

B. Materials

1. The American Presidency by Clinton Rossiter
2. "The American Presidency (Guidance Associates filmstrip)" Parts 1,2,3
3. "Military vs Civilian Authority" reproduced article
4. "The Kissinger Story: Giving Nixon Options," reproduced article
5. "Congress and President", reproduced article
6. "The Fly in the Euphoria: Nixon Won't Help Party", reproduced Article
7. "The President and the Press," New York Times School Weekly Background Report.
8. "The Vice President in Action and Evolution (Guidance Associate filmstrips)", Parts 1,2
9. "President" "Cabinet" Regulatory Agencies" N. Y. Times filmstrips

C. Evaluation

1. Comparative Research Paper

Unit VIII - Supreme Court

A. Objectives

1. Through discussions and a comparative essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of the purpose, powers, and decisions of the Supreme Court.

B. Materials:

1. P.O.A.D., pp 55-64
2. "Close of the Warren Era," Readings "72", pp. 149-52
3. "Justice in Violent Times", Readings "72", pp. 152-55
4. "Liberty and the Law - Case studies in the Bill of Rights," by Oregon State Bar, reproduced:
    a. Freedom of Expression
    b. The Flag Salute Cases
    c. Segregation in Public Schools
    d. Search and Seizure
    e. The right to counsel
    f. Free Press - Fair Trial
    g. The Privilege against self-incrimination
    h. Civil Liberty and Military Necessity
5. "Japanese - American Relocations", 1942 (Olcott Forward, Multi-Media kit), record
6. "Senate" (N.Y. Times filmstrip)

C. Evaluation

1. Essay Test
   The Supreme Court is inconsistent in its decisions. Discuss
   You may agree or disagree in whole or in part.
   Give 18 examples from your Supreme Court cases.
   You may use your dittoes, but not your notes for the test.

SOCIOLOGY

GRADE 12

Mr. Richard Horst
Mrs. Arlene Levy

Unit I

A. Learning Objectives of the Unit

1. After class lecture and discussion of the social sciences, the student will define in a short written statement each of the following social sciences:
   a. Anthropology
   b. Sociology
   c. Psychology

2. The student will list three (3) methods of inquiry used to study men in group situations and give specific written examples of each.

3. The student will apply one method of sociological research to a fictional situation presented by the teacher by writing a plan for the research.

4. Be able to explain the statement "M[illegible] is a social animal".

5. Student should be able to state what is meant by the scientific approach in Sociology.

B. Subject Content

1. What is Sociology?

2. The historical development of Sociology

3. The characteristics of modern Sociology

4. Steps of the scientific method

5. Tools and techniques of Sociology

6. Evaluation of data

C. Activities

1. Teacher Activities
   a. Present supplemental lecture material on history of sociology
   b. Lead discussion on methods of study used in Sociology.
   c. Introduce film dealing with scientific approach in sociology.
   d. Help student construct a questionaire to be used for an interview.

2. Student Activities
    a. Student will conduct interview using questions prepared in class.
    b. View film--summarize its major points.
    c. Collect articles in newspapers that tell about sociologists and their work.
    d. Class discussion on subject material.

D. Evaluation

1. Student is able to specify, written or verbal, what sociology is and the improtance of the study of sociology to him as a member of society.

2. Students will be able to discuss the implications in the statement, "Man is a Social Animal".

3. Students will be able to select various scientific methods of experimentation best suited to the solving of a particular sociological problem.

4. Students should be able to employ the scientific approach in solving a problem dealing with heman group relations.

E. Resources and References

1. Sound film - What is Sociology?

2. Textbooks:
    a. Green, Arnold *Sociology*, The Study of Human Relationships
    b. Sanhowsky, Suzanne, *Sociology for High School*
    c. Gouldner, Alvin, *Applied Sociology*
    d. Quinn, James A., *Living in Social Groups*

Unit II - Heredity and Environment

A. Learning Objectives of the Unit

1. Student will write a short paragraph giving the general inherited characteristics of humans that demonstrate their understanding of the effect of heredity upon the human personality.

2. Given a list of examples by the teacher, the student will show understanding of the difference between instincts and values by matching teacher's examples to the proper classification.

3. Students will write a brief paragraph on each of the three environments; social, culture, physical, as they relate to their personality development.

4. The student will be able to take a stand on whether he considers heredity or environment the more important, and will be able to defend his position in a debate.

B. Subject Content

1. What characteristics are inherited?

2. The effects of the environment.

3. Limits imposed by heredity and environment.

4. Individual differences.

5. Priority of heredity.

C. Activities

1. Teacher Activities
   a. Teacher will lead discussion on subject material
   b. Act as moderator in debate - Which is more important Heredity or Environment?
   c. Show film strip - "What is Behavior?"
   d. Assign research on Heredity and Environment.

2. Student Activities
   a. Student will participate in debate- "Heredity or Environment"
   b. Research and report to class .
   c. Write brief paragraphs on each of the environments; physical, cultural, social.
   d. Class discussion.

D. Evaluation

1. Students should be able to explain the statemtnt, "Values serve as motivations for actions".

2. Students should be able to state those characteristics generally considered to be inherited.

3. Students should be able to compare the effects of heredity and environment in the development of the human personality.

4. Students should be able to list and discuss the importance of the three environments - social, physical, cultural in the development of the human personality.

E. Resources and References

1. Sound film - Heredity and Environment

2. Textbooks:
   Same as listed in Unit I

Unit III - Culture

A. Learning Objectives of the Unit

1. Through reading, lecture, and film on culture, the student will be able to identify 15 cultural traits.
2. The student will be able to list five correct examples of each of the following; folkways, mores, and taboos after class discussion and reading.
3. After assigned readings, class discussion and lecture, the students will be able to state orally or in writing the factors which account for cultural differences.
4. The student will define ethnocentrism in a short written paragraph after class discussions and readings on ethnocentrism.
5. Students will be able to list three advantages and three disadvantages of ethnocentrism.
6. Students will be able to define culture values after discussing and reading in class.

B. Subject Content

1. Definition and use of the word in Sociology.
2. The learning and sharing of culture
3. Ingredients of Culture
    a. Social norms
    b. Folkways and mores
    c. Taboos and laws
    d. Morals
    e. Conformity and non-conformity
4. Ethnocentrism
5. Culture change
6. Culture values

C. Activities

1. Teacher Activities
    a. Lead discussion on subject material.
    b. Prepare students for panel discussion
    c. Act as moderator for panel discussion

d. Show film and discuss man and his culture.
e. Select articles on cultural ethnocentrism for student reading

2. Student Activities
   a. Participate in panel discussions
   b. Write essay on why our culture is superior
   c. Engage in group activities dealing with devation from cultural norms.
   d. Class participation

D. Evaluation

1. Students will be able to idnetify culture traits, mores, folkways.

2. Students will be able to cite specific examples of factors that contribute to cultural differences.

3. Students will be able to explain the concept of ethnocentrism and cite three advantages and disadbantages of ethnocentrism

4. Students should be able to identify ten (10) cultural values.

E. Resources and References

1. Sound films - "Man and His Culture"
   "The Origin and Nature of Man"

2. Textbooks:
   Same as listed in Unit I

Unit IV - Socialization

A. Learning Objectives of the Unit

1. From a list of 20 statements compiled by the teacher, the student will list correctly those which are attitudes and those which are values.

2. The student will list all the roles he assumes in any given week and correctly identify his model for that role.

3. From paragraphs supplied by the teacher, the student will correctly select that which describes a conformist, and that which describes a non-conformist.

4. The student will select one of the three personality types-introvert, ambivert, extrovert and state in writing four reasons why he prefers to be that type

5. The student will write a short paragraph explaining the "self concetp" after class discussion on the "self".

B. Subject Content

1. Wild children
2. Predictable behavior
3. Concious and unconcious learning
4. Attitudes and values
5. Social roles
6. The meaning of "self"
7. Influence of the family
8. Role taking
9. The looking glass self
10. Personality: the sum total

C. Activities

1. Teacher Activities
   a. Give supplemental lecture on subject including other theories of the "self" (Freud and Mead)

- b. Lead discussion of textbook material
- c. Construct study guide for writing the personality profile
- d. Construct socio-drama for role playing.
- e. Show film - "The Quiet One"

2. Student Activities
   - a. Read text "Inquiries in Sociology"pp. 24-43
   - b. Write a personality profile of themselves using an outline prepared by the teacher .
   - c. Participate in role playing Socio-drama situation presented by the teacher.
   - d. Show film -"The Quiet One"

D. Evaluation

1. Student will be able to explain orally the difference between attitudes and values.

2. The student will be able to cite examples of the various roles he assumes in any given week.

3. Students will be able to discuss the difference between a non conformist and a conformist and analyze the importance of both in our society by stating the positive and negative aspects of conformity and non conformity in our society.

4. Students will be able to name and identify the three personality type-introvert, extrovert, ambevert and identify the characteristics associated with each type.

5. Students will be able to explain orally the meaning of the "self" concept.

E. Resources and references

1. Textbooks:
   Same as listed in Unit I (a-d)
   - a. Inquiries In Sociology - Sociological Resources for the Social Studies

Unit V - Social Institutions

A. Learning Objectives of the Unit

1. After reading and class discussion, students will be able to identify the five social institutions and state the major function of each.

2. Students will be able to explain orally the three kinds of patterns of family authority.

3. Students will be able to explain in writing the two basic types of family organization.

4. After reading assigned text material and supplemental lecture, the student will prepare a list of factors causing social change.

5. The student will define correctly a social movement and will cite examples of the different types of major social movements of the 19th-20th centuries by writing an essay.

6. After class discussion, the student will be able to list the five functions of marriage.

7. After research on marriage in different societies, students will be able to list the several forms of marriage and associate each forms of marriage and associate each form with a particular society or culture.

8. After class discussion, students will be able to name six factors in predicting a successful marriage.

B. Subject Content

1. What is a social institution?

2. Characteristics of a social institution.

3. Family structures and functions.

4. Educational structures and functions.

5. Religious structures and functions.

6. Economic structures and functions.

7. What is social change?

8. Your personality and success in marriage.

9. Mate selection and marriage adjustment.

C. Activities

1. Teacher Activities
    a. Teacher will guide student group activities on project relating to social institutions.
    b. Lead discussion on text material.
    c. Assign research material on marriage in different societies.
    d. Assign reading in text.
    e. Show film strip.

2. Student Activities
    a. Engage in group activities on project relating to social institutions
    b. Read text pp. 86,110
    c. Complete research assignment on marriage in different societies.
    d. Participate in class discussion on subject material
    e. Review film strip.

D. Evaluation

1. Student will be able to name the five social institutions and state the major function of each institution.

2. Students will be able to identify the two basic types of family organization.

3. Students will be able to write a short paragraph of one hundred words explaining the concept of social change.

4. Students will be able to explain orally what is meant by social movement.

5. Students will be able to identify the five functions of marriage.

6. Students will be able to name at least six factors in predicting a successful marriage.

7. Students will be able to state the three kinds of patterns of family authority .

E. Resources and References:

1. Filmstrip:
   "A Moral Dilemma"

2. Textbooks:
    a. Same as listed in Unit I (a-d)
    b. _Inquiries in Sociology_

Unit VI - Sociology Applied to Social Problems

A. Learning Objectives of the Unit

1. After class discussion the student will be able to explain orally, or in writing, the four criteria that make a particular condition a social problem.

2. After class discussion and independent research, students will be able to demonstrate an ability to combine concepts, principles and generalizations by developing a plan that they would support for solving a social problem.

3. After class discussion and independent research, students will be able to show that they can support or refute government control of drugs, alcohol and tobacco by being able to defend their position in a debate.

4. Students will be able to define the following words as they are used in regard to minorities: persecution, begotry, intolerance and prejudice.

5. On the basis of a survey students have made of their peers and information received from the mass media, they will be able to write a paper discussing why people take drugs.

6. After being given an example describing a case of group prejudice, students will be able to explain orally why they think the people acted in such a manner.

7. After class discussion, students will be able to differenciate between a crime and an act of delinquency.

8. After reading assigned text material, students will be able to state six possible causes why people might deviate from the social norms.

B. Subject Content

1. Understanding social problems.

2. The sociologist and social problems

3. The youth rebellion.

4. What is an alcoholic?

5. Crime and criminals

6. Juvenile delinquency

7. Juvenile offenses

8. Violations of Civil Rights

9. Ethnic and Racial minorities.

C. Activities

1. Teacher Activities
    a. Lead discussion on subject material.
    b. Act as moderator in debate.
    c. Guide group activities.
    d. Assign independent research topics.
    e. Show films on drugs, prejudice and alcoholism.

2. Student Activities
    a. Students will participate in debate on government control of drugs.
    b. Do research and report to the class.
    c. Review films.
    d. Engage in group activities on juvenile deliquency.
    e. Conduct survey on drugs.

D. Evaluation

1. Students will be able to discuss intelligently the nature of a social problem.

2. Students will be able to state five reasons why young people take drugs.

3. Students will be able to write the meaning of the following words: persecution, bigotry, intolerance and prejudics.

4. Students will be able to discuss the difference between a crime and an act of delinquency.

5. Students will be able to explain orally or in writing the meaning of the concept of social deviation.

6. Students will be able to discuss at least six possible reasons why people deviate from the social norms.

E. Resources and References:

1. Filmstrip:
    a. "Moral Dilemma"

2. Textbooks:
    a. Same as listed in Unit I (a-d)
    b. Inquiries in Sociology
    c. "Research experiences in Sociology", Harcourt, Brace, Jovanovech.

CURRENT ISSUES

GRADE 12

Mrs. Arlene Levy

Current Issues

Objectives:

The students should be able to read, comprehend, and analyze infromation pertaining to current issues

The students should know how to make rational decisions on current issues based on factual information.

The students should have the desire and knowhow to work within the structure of our society to improve it.

The students should know the skills of writing a research paper and a comparative paper, taking notes, and giving a debate.

The students should respect those of different background or those who have different opinions.

Methods:

Discussion
Group work
Lecture
Debates
Research in school library
Research papers
Essay tests

Topics:

Instruction in analyzing information
Communism
Foreign Policy
The City and its suburbs
Minority groups
Protest
Mass Communications

Materials:

Information from magazines and books reproduced

Commercially produced books and booklets

New York Times filmstrips

Tapes made commercially and those made by teacher

Guest speakers

New York Times School Weekly (a weekly student publication)

Suggested news programs on television

Term Project:

Each student must do a term project which is explained on accompanying sheets. The objective is that the student will acquire the desire and know-how to work within the present political structure of our society to improve it. The method is that the student learn through his own personal experience. The material is the real world.

Current Issues Term Project

1. It is to be based on a personal experience that you have. Some examples of projects you could undertake are the following:
   a. Campaign for a political candidate of your choice
   b. Work with Meals on Wheels
   c. Go on the rounds of a social worker or someone whose occupation is related to this course.
   d. Projects of Environmental Action Club
   e. Do some tutoring or some other type of volunteer work.
   f. Attend meetings or interview leaders of organizations such as National Organization for Women, John Birch Society, League of Women Voters, Ripon Society, Americans for Democratic Action
   g. Attend township, home rule study commission, or school board meetings.

2. You are to describe what you did in detail.

3. You are to evaluate what you did in detail .
   a. If you were involved in some kind of volunteer work:
      (1) Discuss your goals in the project
      (2) Discuss the kind of program in which you were working
      (3) Discuss how you worked with those our were helping
      (4) Discuss the response to what you did.
      (5) Discuss what you learned from your experience
   b. If you campaigned for a candidate who is running for public office, pretend that Mrs. Levy knows nothing about political campaigns.
      (1) Discuss why you selected your political candidate
      (2) Discuss what your candidate's platform is
      (3) Discuss how your candidate appeals to the voters (include any paraphenalia your candidate distributes to the voters)
      (4) Discuss what you did as part of the campaign.
      (5) Discuss the response you got for your efforts from the voters (Did your campaigning help your candidate?)
      (6) Give your analysis of why your candidate won or lost.
   c. If you attend meetings of an organization involved in the political process, you are to:
      (1) Describe the history, beliefs, and purpose of the organization.
      (2) Describe the size and background of the membership
      (3) Discuss the projects they undertake and the degree of their success (send literature, lobby, work for candidates, etc)
      (4) Investigate information given to you by the organization to determine if you are getting the truth.
   d. If you attend home rule study commission hearings, you are to:
      (1) Describe the history and purpose of the commission.
      (2) Discuss the ability and background of those serving on the commission.
      (3) Discuss issues covered during the meetings, the discussion of those issues, and the outcome of the discussion.
      (4) Compare recommendations of the Home Rule Study Commission to the present form of governemnt, and give their reasons for maintaining or changing the government.

A sample unit

Unit I - Instruction in Analyzing Information

A. Objectives

1. Through discussions and comparative paper, the students will reveal their ability to think analytically and comparatively, and their knowledge and understanding of an important current issue.

B. Materials

Reproduced articles are changed each school year so that they may be recent.

1. 1971-72 Articles: on 1968 Russian Invasion of Czechoslovakia
    a. "People of Prague screamefiance at the Tanks"
    b. "Why Did They Do It?"
    c. "Current Digest of the Soviet Press"
2. 1971-72 Articles on Vietnam:
    a. "Vietnamization:Can it succeed?"
    b. "Topics : Vietnam Options - One General's Viewpoint"
    c. "Set a deadline for Withdrawal"
    d. "Fear of a Bloodbath"
3. 1971-72 Articles: on welfare (evaluation)
    a. "A Portrait of New York's Welfare Population"
    b. "Points South and East"
    c. "Welfare: No. I Problem"
    d. "Back-to-work Movement"
4. 1972-73 Articles: on Thomas Eagleton as the 1972 Democratic vice predential nominee:
    a. "Letter from Washington"
    b. "Eagleton's Resignation Least Damaging Way Out"
    c. "Senator Eagleton's Disclosure"
    d. "Tom Eagleton"
    e. "Eagleton Backlash Will Hurt McGovern Campaign"
    f. "What Shriver Can Bring to Democratic Campaign"
    g. "Reactions to Eagleton"
5. 1972-73 Articles: On President Nixon's 1972 trip to China (evaluation)
    a. "Nixon in China: Who stands to Gain Most"
    b. "Richard Nixon's Long March to Shanghai"
    c. "The Protracted Conflict"
    d. "Chinese Checkers"

C. Procedure

Day I: The students are told to read the two articles "People of Prague Scream Defiance at the Tanks" and "Why Did They Do It?" They are asked to write a paragraph comparing what the two authors had to say.

At the end of the period the students read their paragraphs. Following this, pass out the five comparisons. The students should discuss which is the best and why. Let the students keep the keep the comparisons, but collect the articles and the paragraphs which the students' wrote. (Note: There will be students who finish earlier than the others. Keep a dozen news magazines in the classroom so that those who finish early will have something to do.)

Day 2: Return the paragraphs the students wrote yesterday with the comments, but do not grade them. (Make notes for the teacher's benefit in your grade book.)
Have students read the three articles from the "Current Digest of the Soviet Press" and analyze and compare them. Repeat the procedure used for Day 1.

Day 3: Return yesterday's paragraphs with comments.
Have the students read "Vietnamization, Can It Succeed?" and write a paragraph analyzing the article.

Day 4: Return yesterday's paragraph with comments.
Play tape on President Nixon's speech of November 3, 1969 in which he introduces and explains his Vietnamization program. Encourage the students to take notes while listening to the tape. Discuss the tape with the students and compare Nixon's remarks in the tape to Nixon's 8-Point Peace Proposal or whatever the latest events concerning the war are. Collect the papers and look them over.

Day 5,6: Return the students' notes taken from the tape the day before without comments. Encourage the students to develop a note-taking method which works well for each of them.
Within these two days have the students read "Topics: Vietnam Options-One General's Viewpoint," "Set a Deadline for Withdrawal," and "Fear of a Bloodbath," and analyze them. If time allows have the students write their solutions to the war with reasons why (teacher reads these, but does not make comments.)

Day 7: Return the paragraphs from the day before with comments. Distribute four articles for the evaluation paper on welfare. Play the first two parts of Michael Harrington's "The Anti-Poverty War". Encourage the students to take notes while listening to the tape. Discuss the tape with the students after each part.

Day 8: Play the third part of the tape "The Anti-Poverty War." Encourage the students to take notes while listening to it. Discuss the tape with the students.

Day 9: Play the filmstrip "The Welfare Dilemma" and discuss with students.

Day 10: David Secor, guest speaker from the Allegheny County Board of Assistance.

Day 11: Turn in paper on welfare and begin the next unit of study.

D. Evaluation

1. All students should write a paper analyzing and comparing the following tape and four articles on welfare:
   - a. Tape
     - (1) "The Anti-Poverty War"
   - b. Articles:
     - (1) "A Portrait of New York's Welfare Population"
     - (2) "Points South and East"
     - (3) "Welfare: No 1 Problem"
     - (4) "Back-to-Work Movement"

   Change or add one of the above articles or the tape depending on the welfare situation at the time this unit is taught.

(Ed. Note: All the above material could be changed for that which is more recent, but the structure of the unit should not be changed)

Unit II - Communism

A. Objectives

1. Through discussions and an essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of the theory and history of Communism and what Communist countries are like today.

B. Materials

1. Reproduced articles
    a. exerts from the Communist Manifesto
    b. brief history of Russian Communism
    c. "Deplorization in the East"
    d. "Marxism Wins in Chile"
    e. "Eastro's Cuba Feels the Pinch"
    f. "Various ones on Nixon's trip to China", New York Times School Weekly Background Report

2. New York Times Filmstrips:
    a. "Russia, Fifty Years of Revolution"
    b. "Russia's Restive Satellites"
    c. "Behind the Bamboo Curain"
    d. "China Joins the World"

3. "The John Birch Society", tape made by teacher

C. Evaluation

1. Essay test
    Choose I of 2 questions below. Think first, make an outline, and then answer the question.
    Your test is due March

    a. Members of the John Birch Society believe, in effect, that Communism in any form is evil.
    State whether you agree or disagree completely with the John Birch Society or in part. Give specific details to support your answer. Give evidence from Marx's theory and various Communist nations.

    b. Marx would turn over in his grave if he saw what Communism is today.
    State whether you agree of disagree in whole or in part with the statement. Give specific details to support your answer.

Unit III - Foreign Policy

A. Objectives

1. Through discussions and a comparative paper, the students will reveal their ability to think analytically and comparatively, and their knowledge of military, political, economic, and humanitarian approaches to foreign policy.

B. Materials

1. "Foreign Policy: Intervention, Involvement or Isolation," edited by Alvin Wolf
2. "Vietnam and the Making of U.S. Foreign Policy", by William Bundy-a tape
3. "Vietnam and the Direction of U.S. Foreign Policy," by Sen. Wayne Morse a tape.
4. President Nixon's Nov 3, 1969 speech on Vietnamization - a tape
5. Vietnam veteran, guest speaker

C. Evaluation

1. Comparative Paper

   Foreign Policy Paper

   In a well organized paper determine which of the following four is the best type of foreign policy for the U.S. to pursue and why that type is better than the other 3:
   - a. military
   - b. political
   - c. humanitarian
   - d. economic

   Give examples from 9 of your readings in Foreign Policy to support your answer plus one example concerning an issue of foreign policy that is current, but not covered in your readings i.e. Middle East, China.

   Papers are due on March

   Let me know from which articles you are getting the information for your paper.

Unit IV - The City and Its Suburbs

A. Objectives

1. Through discussions, papers, and debates, the students will reveal their ability to think analytically and comparatively, and a knowledge of the problems of the city and its suburbs.

B. Materials

1. "Cities, U.S.A.", Guidance Associates filmstrip
2. "The Huddled Masses," a program in Allister Cooke's America series
3. "Local Politics," reproduced article
4. "Old Cities, New Politics," Olcott-Forward multi-media kit, parts 2,3
5. "Flaherty-Tabor Forum - 1969 Mayoralty Contest" tape made by teacher
6. "Flaherty - Caliguiru - Livingston Forum - 1973 Mayoralty Contest", tape made by teacher
7. Publicity, fund raising, candidate's schedule, volunteer work, election day procedures using sample ballots, bumper stickers, street lists, and other campaign paraphenalia - lectures by teacher.
8. "Municipal Politics," American Education Publications, used for role playing
9. "Inner-City Planning," The Macmillan Co. education simulation
10. "The Anti-Poverty War," by Michael Harrington- a tape
11. "A Portrait of New York City's Welfare Population," reproduced article
12. "The Cure for Poverty is More Money", reproduced article
13. "Back-to-Work Movement", reproduced article
14. "Welfare: America's No. I Problem," reproduced article
15. "Suburban Town Opposes Housing for Poor," reproduced article
16. Guest speakers on welfare, housing, and other problems of human resources
17. "Transportation and the Environment Crisis", a synopsis Publication
18. Teacher lecture on taxes

19. "Salient Problems of Criminal Justice", reproduced article

20. "Summary of the Report of the National Advisary Commission on Civil Disorders"

21. The Fire This Time, What Happened in Watts?" Center for the study of Democratic Institutions tape

22. "A Citizens Manual of McCandless, Ross, and Shaler Townships", by League of Women Voters of the North Hills

23. McCandless Commissioner, guest speaker

24. "Give a Damn", slide-tape presentation made by teacher

C. Evaluation:

1. Long Range: Term Project

2. Short Range: 2 comparative papers and debates
   Suggested debate topice:
   a. Allegheny County should have metropolitan government
   b. We should have low rent housing in the suburbs
   c. We should bus children to integrate schools
   d. Peter Flahery is a good mayor
   e. The plans for skybus should be carried out
   f. Congress should allocate more money for mass transit from the highways fund.
   g. Pittsburgh should have an elected school board
   h. Plans for the East Street Expressway should be carried out
   i. Nixon's proposed reductions in the community action programs would harm the cities.
   j. Revenue sharing is a positive program.

3. Welfare Paper

   Articles: "A Portrait of New York's Welfare Population"
   "The Cure for Poverty is More Money!"
   "Points south and east"
   "Welfare: America's No. I.Problem"
   "Back-to-Work Movement"
   Tape: Michael Harrington "The Anti-Poverty War"

   Write I well-organized paper analyzing and comparing the above tape and articles. Analyze what the authors are saying about welfare in relation to one another. Do not include your own opinion.

4. Test on the City

Discuss what you think the 3 most serious problems of the cities are today. Give reasons why the problems are so serious and suggest solutions to the problems. The problems you select do not have to be the ones discussed in class. If you use material (newspapers, T.V., amgazines, books) other than that distributed by the teacher , include a bibliography.

Papers are due April

Unit V - Minority Groups

A. Objectives

1. Through discussions and a book report or research paper, the students will reveal their ability to think analytically and comparatively, and their knowledge of minority groups. Through their discussions the studnets will reveal their awareness, understanding for, and lack of prejudice toward those of different backgrounds and beliefs.

B. Materials

1. Chapter 18 on Minority Groups in Modern Sociology by Marvin R. Koller and Harold C. Couse
2. "Negro Views of America," American Education Publications
3. "The American Jew", reproduced article
4. Teacher lecture on Judaism
5. "The First Americans," N.Y.Times School Weekly Background Report
6. American Woman Today, Edited by Elsie M. Gould
7. Robert Watford, speaking about Indian life
8. Persons of various minority groups, guest speakers
9. "Indians view Americans: Americans view Indians", Olcott Forward Multi-Media Kit

C. Evaluation

1. Book report or Research paper
    a. Book report on a Minority Group
    Summarize the book, giving the author's point of view and detailed evidence the author uses to prove his case.
    Give your evaluation of the author's point of view and how he supports his case.

    Possible books used
    The Puerto Ricans by Clarence Senior
    Mexican - Americans in the Southwest by Galazza, Gallegos, and Samora
    Street Corner Society by William Foote Whyte

b. Research paper on a Minority Group
Research a minority group or an issue in which a minority group is involved. State the situation clearly and give possible conclusions

Include a bibliography

Due: May

Unit VI - Protest

A. Objectives

1. Through a research paper or an essay test, the students reveal their ability to think analytically and comparatively, and their knowledge of various types of protest. Through their discussions the students show a realization that there are effective means of protest without resorting to violence.

B. Materials

1. The True Believer, by Eric Hoffer
2. Voices of Dissent, edited by Frank Kane
3. American Woman Today, edited by Elsie M. Gould
4. "Negro Views of America," American Education Pub.
5. "We Were Very Together," reproduced article
6. "Cooling It," reporduced article
7. "The Southern Christian Leadership Conference; The Ultimate Aim is the Beloved Community," reproduced article
8. "Black Manifesto", reproduced article
9. "Has Democracy Failed in America?" reproduced article
10. "The Poor People's Lobby," by Rev. Ralph David Abernathy - a tape
11. Members of protest groups, guest speakers

C. Evaluation

1. Research Paper or Essay Test

    a. Protest Paper
    Select a person or a group who is involved in protest. Through research in magazines and books, etc. determine whether this person or group fits Eric Hoffer's definition of a true believer.
    Include a bibliography
    Papers are due the week of May 8th

    b. Protest test
    Violence is the only form of protest which will bring about change Discuss. You may agree or disagree in whole or in part. Give 8 specific examples of protest and the results of that protest in the past 15 years to support your answer.

Unit VII - Mass Communications

A. Objectives

1. Through discussions and an essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of mass communications and its role in a democratic society.

B. Materials

1. "Mass Communications," N.Y. Times School Weekly Background Report
2. "Mass Media/Public opinion," N.Y. Times School Weekly Background Report
3. "The President and the Press," N.Y. Times School Weekly Background Report
4. "A Foreign Look at the American Press," reproduced article
5. "Mass Media: Their Role in a Democracy", N.Y. Times filmstrip
6. "Mass Media: Impact on a Nation," Guidance Associates filmstrips

C. Evaluation

i. Essay Test

The best teacher today is mass communications. Discuss
Read the question carefully. Think. Make an outline then write
Include all aspects of mass communications

The only purpose of mass communications is to make money. Discuss
Read the question carefully. Think. Make an outline then write
Include all aspects of mass communications.

Vice President Agnew said, in effect, that the mass media is not responsible, and that perhaps it should be made to be responsible. Do you agree or disagree? Why.
Think about all aspects of mass communications.

Mass communications is a menace to a democratic society. Discuss.

Include all aspects of mass communications.

Unit VII - Mass Communications

A. Objectives

1. Through discussions and an essay test, the students will reveal their ability to think analytically and comparatively, and their knowledge of mass communications and its role in a democratic society.

B. Materials

1. "Mass Communications," N.Y. Times School Weekly Background Report
2. "Mass Media/Public opinion," N.Y. Times School Weekly Background Report
3. "The President and the Press," N.Y. Times School Weekly Background Report
4. "A Foreign Look at the American Press," reproduced article
5. "Mass Media: Their Role in a Democracy", N.Y. Times filmstrip
6. "Mass Media: Impact on a Nation," Guidance Associates filmstrips

C. Evaluation

1. Essay Test
The best teacher today is mass communications. Discuss
Read the question carefully. Think. Make an outline then write
Include all aspects of mass communications

The only purpose of mass communications is to make money. Discuss
Read the question carefully. Think. Make an outline then write
Include all aspects of mass communications.

Vice President Agnew said, in effect, that the mass media is not responsible, and that perhaps it should be made to be responsible. Do you agree or disagree? Why.
Think about all aspects of mass communications.

Mass communications is a menace to a democratic society. Discuss.

Include all aspects of mass communications.

APPENDICES

THE "NEW SOCIAL STUDIES"

"Social Studies today should:

1. Ask that all facts be related to the theory or structure of the discipline; the traditional often presented facts for memorization.
2. Use multiple resources; the traditional tended to be built around a single text.
3. Be concerned with concept development; the traditional with ground covering.
4. Encourage students to formulate generalizations; the traditional social studies class often memorized generalizations.
5. Call for active student participation in the process of proof; traditional social studies tended to encourage acceptance of teacher-textbook statement.
6. Lay emphasis on the student's searching for answers through a logical process of inquiry; traditional social studies placed emphasis on the student's learning answers.
7. Use the past as a series of case studies for understanding the present; traditional instruction often tended to blur the past as a background for the present.
8. Be concerned with learning strategies; traditional instruction tended to be built largely around content.
9. Draw from many social sciences; traditional social studies tended to be single discipline oriented.
10. Place emphasis on meaning and understanding of human relationships; the traditional social studies placed emphasis on factual learning.

11. Ask the student to examine and formulate values; the traditional was concerned with inculcating values.

12. Attempt to give every student, even in hetergeneous groups, materials he can handle comfortably; traditional social studies often failed to adjust to the varying abilities of students in reading and social skills.

13. Develop concepts and skills at the earliest levels of a student's education; traditionally, sequential planning received little emphasis until third or fourth grade.

14. Attempt to plan in terms of specific student behavior; the traditional tended to set vague objectives."

OVERALL GOAL: Students should learn the skills; values and concepts essential to citizenship in a democratic society.

GENERAL OBJECTIVES IN PURSUIT OF THIS GOAL:

1. The development of the capacity to think conceptually and comparatively in respect to dimensions of similarity and variation among the objects of world affairs education, e.g., societies.
2. The development of an understanding of and skill in:
    - A. The framing of pertinent questions.
    - B. The formulation of propositions and hypotheses.
    - C. The distinguishing of descriptive, explanatory, predictive and value claims.
    - D. The logical and empirical evaluation of the validity of different types of claims.
    - E. The use of models of inquiry and problem solving.
3. The development of a sense of involvement in and sensitivity to the realities of the human condition, e.g., global inequities in the distribution of such human values as wealth, well-being, education, security from violence, etc.
4. The development of a capacity for the empathic recognition of commonalities in human behavior amidst cultural, social and situational diversity.
5. The development of an operating awareness of the inevitability of personal or ethnocentric bias in our own and others perceptions and interpretations of the global scene.
6. The development of a fund of more or less objective, "value-free" concepts and language in which to think and communicate about any environment.

7. The development of a capacity to expect; recognize; tolerate; adapt to; initiate, encourage or oppose social change.
8. The development of a capacity to recognize complexity and ambiquity.
9. The development of a capacity to experience multiple loyalties and identifications.
10. The development of a capacity for continous learning.

COMPONENT ELEMENTS OF THE SOCIAL STUDIES

Inquiry Skills: Inquiry is a process which requires active involvement on the part of the inquirer. In this process he reaches out for the raw materials or data which he judges to be meaningful, valuable and necessary, identifies alternatives and probably consequences of each, and moves toward the solution of problems.

Social Science Concepts: Social science concepts are categories or organizing principles derived from the social science disciplines which are helpful in selecting and arranging in meaningful form.

Value Analysis: Social values are shared conceptions of the desirable, value analysis is the examination of values held by the society and/or the individual, and how they influence action. The objective is that students will understand the implications of these values. Once these implications are understood, students may reject, modify or reinforce these values and use them as a basis for decision-making.

Decision Making Skills: Decision-making skills are those skills which enable a person to choose a course of action. Rational decision-making uses inquiry skills as one component. The progress also involves consideration of the value framework within which the individual or the society exists and of alternative actions and their consequences.

Focus: The focus of the social studies is among the elements of problem-solving. These elements are the inquiry process, social science concepts, values, and decision-making skills.

Data or content are the materials with which the social studies deal. It is not the primary function of the social studies to teach data and content. Certain content lends itself more readily to the generation of problems which can be studied through the use of the elements of the social studies. The important learnings are the skills, concepts and values essential to citizenship in a democratic society.

INQUIRY SKILLS

I. Locating Information
    A. Understanding mechanics of books
    B. Finding information in reference materials
    C. Utilizing current news, audio-visual media, fieldtrips and interviews
    D. Interpreting charts, maps, globes and pictures

II. Understanding
    A. Summarizing
    B. Having sensitivity to new, ambiguous, or specialized words
    C. Detecting bias
    D. Assessing competence
    E. Judging the validity of data and their sources
    F. Identifying strong and weak arguments
    G. Developing analogies
    H. Distinguishing fact and opinion

III. Analyzing
    A. Hypothesizing or stating problems
    B. Identifying alternatives
    C. Identifying assumptions and propaganda
    D. Generalizing

IV. Synthesizing and evaluating
    A. Developing inferences
    B. Tracing implications
    C. Utilizing evidence
    D. Developing solutions
    E. Testing generalizations

A SCHEMATIC REPRESENTATION OF THE PROCESS OF INQUIRY

The most important fact to remember by a teacher committed to the inquiry method is that a very large share of responsibility for the learning which takes place is in the hands of the individual student. (Inquiry is an active process which requires the active involvement of the learner.)

Inquiry begins with curiosity or wonder. The inquirer is presented with (or stumbles on) a situation which involves a problem which the inquirer wishes to solve. For the teacher's part, this problem will probably be chosen because of its power in illustrating certain social science concepts, as well as its interest to students.

The student, faced with the problem, gathers and organizes data on the basis of the relevant concepts from the social sciences. These concepts can be considered categories or organizing principles helpful to the inquirer in the process of ordering data and pointing to relevant data for use in solving problems.

While there is no sacred order that must invariably be followed in the process, "intentive leaps" or wholly internalized use of certain states in the process come with familiarity--at some point the inquirer must check the data for bias, analyze it, and formulate possible solutions (hypotheses) on the basis of the data.

When these steps have been taken, various solutions must be tested, and the best (seldom the only possible) must be chosen.

SOCIAL SCIENCE CONCEPTS

A DESCRIPTIVE LIST

1. Choice

The recognition of alternatives available to individual or groups and and possible consequences, the deliberation upon alternatives and participation in both making and effecting decisions.

Includes such subtopics as:

Attitudes and Values
Racial Equality
Morality
Secularization
Comparative Advantage

2. Freedom and Authority

The relationship between perceived absence of and presence of external authority, Society exercises its dominance over component individuals and enforces conformity to its norms.

Includes such subtopics as:

Freedom and Authority

Leadership

Power

Secularization

Control

Rights

Responsibilities

3. Cause and Effect

The analysis of a situation according to the factors that led to it and the results of these factors. Comprehending the chaining of one to the other. This concept is the interrelation of these two elements.

Includes such subtopics as:

Cause and Effect

Decision-Making

Comparative Advantage

4. Time

A sense of chronology and continuity between events. The awareness of change and adaptation and its influence on the present. A realization of the chronology of evolution.

Includes such subtopics as:

Continuity

Change and Adaptation

5. Conflict and Cooperation

Conflict is a process-situation in which two or more human beings or groups seek actively to thwart each other's purposes, to prevent satisfaction of each other's interest even to the extent of injuring or destroying each other. Cooperation, characterized by compromise and adjustment, moves two or more human beings or groups toward the solution of conflict.

Includes such subtopics as:

Compromise and Adjustment

Adaptation

Decision-Making

6. Culture

The way of living which any society develops to meet its fundamental needs for survival, perpetuation of the species, and the ordering of social organization, learned modes of behavior, knowledge, beliefs and all other activities which are developed in human associations. Culture is the results of man's interaction with his environment.

Includes such subtopics as:

Institutions

Culture Change

7. Government

The system of social control whereby the regulations are developed to attempt to secure common interests and desires. A system which has acquired a definite institutional organization and operates by means of legal mandates enforced by definite penalties.

Includes such subtopics as:

Government

Leadership

Sovereignty

Comparative Advantage

Institutions

Citizenship

Ideology

8. Group

A cateogry of individuals classified upon the basis of some commonality.

Includes such subtopics as:

Groups

Group interaction

Rules

Roles

Comparative Advantage

9. Interdependence

The relationship between elements which affect and are affected by other elements.

Includes such subtopics as:

Interdependence

Comparative Advantage

Interaction

10. Habitat

Denotes both the social and the physical environment. In this usage it is sometimes employed as an alternative word for "natural region" of the geographer and for the "culture area" of the anthropologist.

Includes such subtopics as:

Place

Natural Environment

Natural Resources

Population

Region

11. Supply and Demand

Supply - rate of flow of commodity into a market

Demand - the conditions which determine the varying amounts that will be taken as price varies--also the quantity that would be purchased at a given price. This concept is the interrelation between the two.

Includes such subtopics as:

Income
Money
Scarcity and Choices
Input and Output
Saving
Modified Market Economy
Industrialization - Urbanization Syndrome
Business cycles
Price
Resources

12. Individual and Society

The study of group members in relationship to themselves and of groups which are self sustaining and function as a unit. These groups may or may not share a common cultural heritage and develop a common tradition.

Includes such subtopics as:

Social Contract
Social Values
Social Control
Social Change
Institutions
Population

DECISION-MAKING SKILLS

1. Recognizing the problems
2. Implementing inquiry skills
3. Isolating alternatives for action
4. Considering consequences of acceptance of each alternative
5. Applying values to alternatives
6. Balancing and weighing alternatives
7. Choosing the alternatives which seem to the individual to move him toward his goal and the consequences with which he is willing to live.

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APPENDIX H

VALUES

Basically there are three types of values: personal -- those dealing with self; social--those dealing with relations between self and others;

political--those dealing with the society and its goals. All three types may be fruitfully explored and analyzed in the social studies classroom. All three categories are based on empathy, loyalty and belief in the dignity of man.

Property Rights

Property rights provide for the right to own and control property. They also include the right to make binding agreements or contracts with others. A man's right to sell his land or his house to another are contract rights secured under the law.

Free Speech

Free speech refers to the Constitutional provision which states: "Congress shall make no law abridging the freedom of speech or of the press; of the right of people peaceably to assemble, and to petition the government for a redress of grievances."

Freedom of Religion

Freedom of religion refers to the Constitutional Provision which states: "Congress shall make no law respecting as establishment of religion, or prohibiting the free exercise thereof."

Freedom of Personal Association and Privacy

Freedom of personal association and privacy refers to the desired condition in which the government will not interfere with the individual's right to make choices about his private life.

Rejection of Violence and Faith in Reason

Rejection of violence and faith in reason refers to the value placed on the use of reason and persuasion in resolving disputes among people who define differently human dignity and the conditions that promote it.

General Welfare

General welfare refers to the progress and well-being of the whole community or the whole nation.

Equal Opportunity

Equal opportunity is the basic idea that each person has a right to a reasonable chance to foster his talents and to develop himself as a worthwhile and self-respecting individual.

Equal Protection Under the Law

Equal protection under the law means that existing laws must be administered in a fair and impartial manner to all citizens. Laws should not be made which which extend special privileges or inflict special penalties on specific individuals or groups.

Rule of Law

Rule of law refers to the proposition that the actions carried out with government power should be authorized by laws promulgaged through established procedures instead of being dictated by personal whim or private ambition. It is possible for the government, as well as the people, to violate the law and it is their responsibility to make general rules which apply to all citizens equality.

Rule by Consent of the Governed

The principle of consent means that citizens are allowed to participate at least indirectly in the governmental decisions which affect them. Representation is a process which delegates to representatives the right to act for citizens.

Due Process of Law

Due process refers to the prohibition of arbitrary action on the part of the government in depriving individual citizens of their life, liberty or property.

Seperation of Powers

Separation of powers is a method of restraining the power of the government and protecting the rights of the states and of individual citizens. It prevents the government from exercising powers which belong to the poeple and which have not been delegated to the government. One element of this is the separation of federal and state governments into three branches.

Local Control

Local control is the federal system of government which divides authority constitutionally between the central government and local governments. The rights of individuals are to be protected and it is assumed people at the local level will know how to deal with local problems.

APPENDIX I

Subject Course # Grade

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Major Topics and Ideas	Materials and Resources	Skills

Each subject and/or grade level should be on a different color sheet

APPENDIX J

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THE AFFECTIVE DOMAIN

The affective objectives include those which emphasize a feeling of quality, an emotion, or a degree of acceptance or rejection. The affective objectives are flexible and vary from simple attention to selected phenomena to complex but internal qualities relating to character and/or conscience.

In a rapidly changing society it is inconceivable to produce a document in Social Studies without some mention of the affective domain.

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Matrix #1 - GROUP INTERACTION

World	Nation	State	Community	School	Family	Individual	
							Individual
							Family
							School
							Community
							State
							Nation
							World

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Matrix #2 - VALUE INTERACTION

Local Control	Separation of Powers	Due Process of Law	Rule by Consent of Governed	Rule of Law	Equal Protection Under the Law	Equal Opportunity	General Welfare	Rejection of Violence and Faith in Reason	Freedom of Personal Assoc. and Privacy	Freedom of Religion	Free Speech	Property Rights	
													Property Rights
													Free Speech
													Freedom of Religio ion
													Freedom of Personal Assoc. and Privacy
													Rejection of Violence and Faith in Reason
													General Welfare
													Equal Opportunity
													Equal Protection Under the Law
													Rule of Law
													Rule by Consent of Governed
													Due Process of Law
													Separation of Powers
													Local Control

APPENDIX K

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Course numbers, Course titles, Grade levels etc. could be filled in the blank spaces.

SOCIAL STUDIES OBJECTIVES	Choice	Freedom and Authority	Cause and Effect	Time	Conflict and Cooperation	Culture	Government	Groups	Interdependence	Habitat	Individual and Society	Sup De
Primary												
Intermediate												
Junior												
Senior												